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ABSTRACT

The primary objective of this project was the study of the utilization of nonprint media in the public schools of the State of Maryland in order to determine current patterns and identify developing trends in the use of media materials and equipment. Secondary objectives were to determine variations in patterns of use of media materials and equipment by grade level and by curriculum subject area, and to explore the more subjective area of the relative importance that teachers and library media specialists give to the use of various media and their changing attitudes regarding this use. A library media specialist and selected teachers in ten schools in each of three public school systems were interviewed in order to collect data on the development of collections of media materials and equipment, their use in library media centers and classrooms, and the production of media materials. Sources of information included records in district and local library media centers, inventories, expenditure records, circulation records, new materials lists, and the perceptions of media use of library media personnel and teachers which were elicited through questionnaires and interviews. Summaries and recommendations are included. (Author/JEG)

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THE USE OF NONPRINT MEDIA IN THE PUBLIC SCHOOLS OF MARYLAND:

AN EXPLORATORY STUDY

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University of Maryland

July 1978

Final Report of a Project Funded by the
Maryland State Department of Education
Division of Library Development and Services
Office of School Media Services

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Organization of Report

The information gathered from the survey is presented in the following chapters and Appendix C of this report.

Inventory of media materials and equipment and collection development are discussed in Chapter 2.

Library media specialists' perceptions of current use of media materials and their projections of future use patterns are contained in Chapter 3. The data and analysis are given for each materials item individually. Chapter 4 contains the same information for media equipment. A guide to the location in Chapters 3 and 4 of the discussion of each item immediately follows the Table of Contents.

Chapter 5 contains information on the perceptions of teachers concerning their use of media materials.

Chapter 6 is a discussion of the use of media for instruction in various curricular subject areas. The analysis is based on information gathered from library media specialists and, for secondary schools, from teachers.

Local production of media is the subject of Chapter 7. The data were gathered from both library media specialists and from teachers.

Summary discussion and recommendations are included in Chapter 8.

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CHAPTER I

Introduction and Background Information

The purpose of this project was to determine current patterns of use of nonprint media materials and equipment in the public schools of the State of Maryland and to identify any developing trends in that use. The assumption was made that the data gathered in such a study and the conclusions that could be drawn based on that data would be useful in the program planning and resource allocation processes at the state, system, and building levels. There is no need to elaborate on the critical nature of these two processes in a time when the amounts and kinds of resources being made available to the school systems are at best remaining stable in the face of increasing economic and educational pressures. No claim is made that this work is a definitive study. The study is but an initial step in the compilation of data concerning the use of nonprint media in the State's educational systems. As such it can provide a description of use by a sampling of library media programs in order to serve as a guide in assessing an individual program, as a confirmation of perceptions of media use activity in the schools, and as an indicator of areas where perceptions do not match actual behavior. It can also emphasize those areas in which further research efforts are needed and would be productive.

The purpose of the project has altered slightly through its course. A brief history of the project will explain the changes in emphasis that have occurred in its two-year life span. The original research proposal dated May 15, 1974, was entitled, "Research Study on the State of the Art of the New Media Hardware Utilization." The objective of the project was to determine the state of the art in the utilization of newer media in the state. The three major components of the study were:

1) an assessment of the quantitative holdings, according to types of hardware;
2) an assessment of utilization patterns; and
3) an identification of trends and developments.

The methods that were to be used to complete these goals were a survey using an instrument that would be developed, interviews, and case studies. The target population was the twenty-four school systems in the state.

The original research proposal was submitted by Dr. Margaret Chisholm, then Dean of the College of Library and Information Services, University of Maryland, who was to be the principal investigator for the project. The duration of the project was from August 15, 1974, until December 16, 1975. During the first months of that time, a survey instrument was developed and a pilot study was made. Problems in the instrument's format were revealed by the pretesting procedure, and revisions were undertaken. However, Dr. Chisholm left the University of Maryland in the spring of 1975, and work on the project temporarily lapsed.

In the late fall of 1975, Dr. James W. Liesener, Professor, College of Library and Information Services, University of Maryland, became the principal investigator for the project. In January 1976, Linda S. French and Diane L. Barlow were named as research associates on the project. Using the work that had been done by Dr. Chisholm, Dr. Liesener, Ms. French, and Ms. Barlow redesigned the project, altering somewhat both its goals and its methodology. Dr. David Bender, Administrator, Office of School Media Services, Division of Library Development and Services, State of Maryland, participated in the process of redesigning the study and concurred with the changes made.

Objectives of the Study

The major change made by the new research staff was in shifting the focus of the study away from media equipment exclusively. The redesigned study includes both media materials and media equipment. The primary objectives of the project were redefined to be to study the utilization of nonprint media in the public schools of the State of Maryland in order to determine current patterns of use of media materials and equipment and to identify any developing trends in the use of media materials and equipment. Secondary objectives were to determine variations in patterns of use of media materials and equipment by grade level and by curriculum subject area and to explore the more subjective area of the relative importance that teachers and library media specialists give to the use of various media and their changing attitudes regarding this use.

The means by which these goals were to be accomplished were to collect data in the following areas: (1) the development of collections of media materials and equipment; (2) the use of media materials and equipment in library media centers and in classrooms; and (3) the production of media materials. Sources of information in these three areas would be records kept in district and local library media centers, i.e., inventories, expenditure records, circulation records, new materials lists, etc.; and perceptions of media use of library media personnel and teachers, which would be elicited through questionnaires and interviews.

Design and Pretest

The new set of objectives and the problems revealed during the pretest of the first survey instrument made it necessary that new techniques be developed for the study. In order to determine if any other studies of this type existed that could be used in the planning, several literature searches were undertaken. A manual search was done by the project staff, and two searches of computer-stored data bases were conducted with the assistance of the Montgomery County and the Anne Arundel County public school systems. While some interesting and tangentially related studies were located, no directly applicable studies were found. A bibliography of sources and related studies can be found immediately preceding the appendices.

It was decided that data for the study would be collected using a set of survey instruments, using interviews to administer the survey. The instruments that were developed provided for the collection of two types of data. Data based on circulation and use figures, expenditures, and inventories would be collected when such information existed. The instruments also provided for the recording of the perceptions of both library media specialists and teachers. These data would be used both to support the other and to serve in its stead where it was lacking. One set of instruments was developed for use at the system level. A second set was developed for use at the building level. The list of media used on the forms was compiled using the terminology developed for the National Center of Education Statistics by the Association for Educational Communications and Technology and reported in Educational Technology, A Handbook of Standard Terminology and A Guide for Recording and Reporting Information About Education Technology (State Educational Records and Reports Series: Handbook X. Washington: National Center for Education Statistics, 1975.). The list included media materials and equipment which could be expected to be found in every school, some which could be expected to be found in only a few schools or systems and some which might not be found in any of the schools or systems A complete list of the media materials and equipment included in the survey is included in Appendix A.

The project entered the pretesting stage for the new test instruments in March 1975. The system forms were tested in the Baltimore, Carroll County and St. Mary's County public school systems. The building level forms were tested in the Carroll County and St. Mary's County systems. In the pretesting interviews, the reactions of the respondents to the survey instrument were solicited as well as the factual responses to the questions. The pretesting process revealed several problems in the instrument design. One major difficulty was in the length and repetitive nature of parts of the instruments. Redesign of the survey forms solved these problems. A complete set of the survey instruments in their final form can be found in the appendices.

One difficulty encountered in the pretest persisted throughout the project. This was the problem of variations in nomenclature for media items among school systems and even, in some instances, among library media specialists and teachers within a school system. A lack of standard terminology among practitioners for the media materials and equipment was often a source of confusion for the survey staff and for the participating teachers and library media specialists. Not only was there diversity in definition of media terms but also in the name applied to any particular piece of equipment. The generic name versus brand name problem was always at hand. Was it a copy stand or an Ektagraphic Visualmaker, a recorded audiocard or a Language Master card? To cope with these problems, the definitions reported in the handbook described above were adopted as the standard.

The system of terminology adopted was not entirely congruent with that used in any of the school systems included in the study. However, all the cooperating library media specialists and teachers were kind enough to employ this system in the interviews and to aid in the translation from their system to this one when necessary.

Conduct of the Survey

Sampling Procedure

The constraints on size of the project prohibited the use of a random sample of schools chosen from all the systems in the state. The decision was made, therefore, to conduct the survey in the public school systems of Anne Arundel County, Frederick County, and Montgomery County. These systems were chosen with several factors in mind:

1) the systems were receptive to the idea of the study and willing to cooperate in the survey process;

2) the systems contained schools presenting a broad range of educational programs and community environments;

3) the systems had well-established library media programs at both the system level and the building level;

4) the systems presented three different patterns of organization and functions at the system level.

A more detailed description of the three systems and the schools chosen from each of them is included in another section of this chapter and in Appendix C.

Within each of the three systems chosen, ten individual schools were identified for inclusion in the survey sample. The criteria set for use in choosing the schools in each system were that a school should have an experienced library media specialist (a library media specialist with at least one year of professional experience), that the program in the school should be about "average" for the county in terms of media use, that the schools should be distributed over the geographic area served by the school system, that one set of feeder schools should be included in the sample, and that the sample should include five elementary schools and five secondary schools. In each county the supervisor of library media services was asked to identify the schools for the sample. In one instance the supervisor performed this function, while in the other two systems the identification of schools was done by field service or other system level personnel.

The schools selected for the survey sample are listed in Appendix L.

Data Collection and Analysis

The visits to each of the schools in Anne Arundel County and Frederick County were made in May and June 1976. Montgomery County schools were surveyed in June and September 1976. The data from the

Anne Arundel and Frederick system level library media offices were collected in May 1976. The Montgomery County Department of Educational Media and Technology was surveyed in July 1976.

At a local school, the data were collected primarily through an interview with the library media specialist. Annual reports, inventories, and shelf lists served as sources of data also. A sample of teachers from each school was needed to complete the Frequency of Use--Teachers form.

The library media specialist was asked to identify those teachers who would constitute the teacher sample from the school. The number of teachers included in the sample was not the same for every school. Nor was the teacher sample from every school a constant percentage of the total faculty. Faculty size and willingness to cooperate with the study varied among the schools, making the selection of a sample of teachers that was uniform in either number or percentage impossible. In most schools, the teacher response forms were left to be completed by the teachers at their convenience. In a few instances the teachers were interviewed by the project staff. The interviewers were impressed by the effort made by most of the library media specialists and teachers to answer the questions asked of them accurately and completely.

At the system level offices information was collected through interviews with the library media supervisor, field service personnel, and library media technicians. Annual reports and inventories for the system also furnished information for the study. Again the impression left with the interviewers was the willingness of the library media personnel to answer the questions as fully and accurately as possible.

There was no hesitation to retrieve records of past years where those were necessary or to call in additional personnel to answer questions.

Compilation and analysis of the data was done in the winter of 1977. Dr. Jerry S. Kidd, Acting Dean of the College of Library and Information Services, served as statistical advisor to the research staff, suggesting techniques of analysis and methods of data presentation.

Survey Sample

Public School Systems

The three school systems chosen for the study differed in organizational structure and in services offered to local schools by the system library media staff. A short summary description of each system is given below. More extensive descriptions are contained in Appendix C.

Anne Arundel County Public Schools. In 1975-76 Anne Arundel County Public Schools included 75 elementary schools, 15 junior high/middle schools, eight high schools, five special schools, and one junior-senior high school. System level services included a processing center, film library, and professional library. Staff at the system level consisted of five library media professionals, eight audiovisual technicians, and two clerical staff people. Audiovisual technicians were placed in several local schools and in the offices of each of the four administrative areas within the system. These technicians produced media materials upon request and provided instruction in media production techniques. The area offices were being disbanded at the end of the school year 1975-76; the audiovisual technical services were to be consolidated into a central production facility.

Frederick County Public Schools. The library media program in the public schools of Frederick County was begun in 1957. A goal of putting library media centers in all buildings was soon met. Central processing was begun, but was later discontinued. The library media services office had five full-time staff members in 1975-76; the library media production center had two staff people. The system included 24 elementary schools, five junior high schools, seven high schools, one special school and four junior-senior high schools.

Montgomery County Public Schools. In Montgomery County Public Schools library media services were begun in 1961 with the beginning of a unified program. In 1971 the department initiated a Field Services Office. The school system included 145 elementary schools, 33 junior high schools, 21 senior high schools, and one junior-senior high school in 1975-76. The system library media office was staffed by 17 professionals and 110.5 supporting services personnel. The Department of Educational Media and Technology provided support to building level personnel through field services, professional library services, film and videotape libraries, euqipment loan, evaluation and selection of instructional materials, and central processing.

Local Schools

In order to gain background information about the schools, the library media specialists were asked to answer a series of questions about the schools and the communities. These questions can be found in the Background - Local form which is included in Appendix A.

Student population. Table 1 shows the size of the student population for the 30 sample schools.

Table 1: Student Population Size of Sample Schools

School Enrollment Number of Pupils	Number of Schools Elementary	Junior High	Senior High
Under 250	2		
250- 499	4		
500- 749	6	1	
750- 999	3	2	2
1000-1399		3	1
1400-1849		1	2
1850-2499		1	1
over 2500			1

Building type. The library media specialists were asked to characterize the building by type: open-space or traditional. The elementary library media specialists indicated that seven of the schools were built on an open-space model and eight were traditionally modelled buildings. Five of the junior high schools were housed in traditional types of buildings and three were in open-space buildings, according to the library media specialists. Six of the senior high schools were in traditional buildings and one was in a cluster/suite styled building. The sample, then, contained 10 schools--one-third of the sample--that were built on an open-space model. Four of the seven open-space elementary schools were located in one county system.

Instructional programs. The library media specialists were asked to characterize the instructional programs of their schools using three basic models: self-contained classes, team-teaching, and individual instruction. The responses to this question are compiled in Table 2.

Table 2: Instructional Programs in Sample Schools

	Number of Schools			
Instructional Program Model	Elementary	Junior High	Senior High	Total
Self-contained classes	1		1	2
Team-teaching	1	1	1	3
Individualized instruction				
Self-contained classes and team-teaching	3	1	1	5
Team-teaching and indivdualized instruction	3	2		5
Self-contained classes and individualized instruction		1	1	2
Self-contained classes, team-teaching, and individualized instruction	7	2	4	13

It was possible for the media specialist to indicate more than one response. As can be seen, 13 of the 15 elementary school library media specialists indicated that the program in their schools contained more than one mode of instruction, half indicating that all three instructional techniques were in use. The most frequently chosen instructional model was team-teaching; 14 of 15 elementary library media specialists indicated that it was used in their schools.

Geographic area. The library media specialists were asked to characterize the school communities by geographic area. Table 3 shows the distribution of schools by geographic area.

Table 3: Geographic Area of Sample Schools

Geographic Area	Elementary	Junior High	Senior High
Urban			
Central city	1		1
Urban fringe	7	4	3
Other urban	2	1	1
Rural			
Farm		1	1
Non-farm	5	1	
Central city/urban fringe/ farm		1	
Other urban/farm			1

Socio-economic characteristics. Library media specialists were asked to characterize the predominant background of the school community using classifications derived by the Bureau of the Census. In many instances answering this question was difficult for the library media specialists. The problem seemed to arise not from a lack of knowledge of the community but from difficulty in determining which group was predominant in areas that were not socio-economically homogeneous. Table 4 contains the responses of the media specialists to this question.

Table 4: Socio-Economic Characteristics of Sample Schools' Communities

Socio-economic Category	Elementary	Junior High	Senior High	Total
White collar	4	3	3	10
Services				
Farm	1		1	2
Blue collar	6	2	2	10
White/Blue collar	2	1		3
White/Blue/Farm		1		1
Blue/Farm		1		
White/Service/Blue	1			
All four	1			

Organization of Report

The information gathered from the survey is presented in the following chapters and Appendix C of this report.

Inventory of media materials and equipment and collection development are discussed in Chapter 2.

Library media specialists' perceptions of current use of media materials and their projections of future use patterns are contained in Chapter 3. The data and analysis are given for each materials item individually. Chapter 4 contains the same information for media equipment. A guide to the location in Chapters 3 and 4 of the discussion of each item immediately follows the Table of Contents.

Chapter 5 contains information on the perceptions of teachers concerning their use of media materials.

Chapter 6 is a discussion of the use of media for instruction in various curricular subject areas. The analysis is based on information gathered from library media specialists and, for secondary schools, from teachers.

Local production of media is the subject of Chapter 7. The data were gathered from both library media specialists and from teachers.

Summary discussion and recommendations are included in Chapter 8.

Data and analysis pertaining to media use and production at the system level can be found in Appendix C.

CHAPTER 2

Library Media Center Inventory of Media Material and Equipment

The sources of information on collections of media materials and equipment that were examined first were inventories and expenditure reports. To make it possible to determine any patterns of changes in size and composition of library media collections, the project staff attempted to collect data from 1965, 1970 and 1975. Information from those years was requested for both media materials and equipment collections. Form F, Media Inventory - Local (see Appendix C), was developed to collect the data. It was anticipated that with this information the staff could determine trends in growth and diversification of school library media collections over the decade under examination. The assumptions were (1) that library media collections had grown with increases both in number of individual items in collections and in number of kinds of media items included; and (2) that budgetary constraints in effect by 1975 could be expected to have caused a tapering off of the growth pattern.

The ability to collect sufficient data to make a reliable analysis possible was severely hampered by conditions found in the field portion of the study. The problems encountered in collecting these kinds of data proved insurmountable in many cases. The greatest problem in inventory data collection was the diversity in methods of reporting and recording inventory that existed both among and within the three school systems. If there was a system-wide standard for record keeping, some consistency from school to school existed; but even within such a supposedly uniform system there was almost always some variance from school to school.

Items were sometimes counted using different methods, not only between one school and another school, but also between one year and another year within the same school. For example, a set of six sound filmstrips could be recorded as six filmstrips and six records (or audiotapes), as one set of filmstrips, as one kit, or as six sound filmstrips. Schools also differed in which items were counted as sets and which were counted individually. Overhead transparencies and slides were the most often encountered examples of this problem. Whenever possible the number of individual items was recorded on the inventory form. This wasn't, however, always possible, especially when working with inventories from years past.

The terminology used to designate types of library media varied widely. Mention has been made of this problem in Chapter 1. With the help of the glossary and the cooperation of the library media specialists, this problem was generally solved when discussing current inventory. However, interpreting inventories of past years from written records was sometimes complicated by differences in nomenclature.

In one school the practice was to put several items on the same subject together into a kit; therefore, the media materials collection in that school consisted almost entirely of kits. Schools in one system had been instructed to change their method of recording and counting sound filmstrips and other combinations of two or more media from being counted separately to being counted as a combination unit of some kind, i.e., sound filmstrip, kit. The change was in process while this survey was being conducted. In some schools the changeover was almost complete, while in others it had only begun. By attempting to survey the materials holdings at this particular time the staff encountered problems of the comparability of data from school to school within the system and from year to year within each school. Occasionally the available records combined two or more types of media into one category. If these media types could be separated by actual count or by estimate of the library media specialist, the more specific data were recorded.

Inventory data were normally available for library media materials and equipment for 1975. However, information from 1970 for both materials and equipment was scant. In 1965 library media materials had been counted for ESEA Title II reports, with the result for this study of providing relatively accurate and complete data. In general, it was impossible to determine if all the data collected were either complete or accurate. Some schools included in the survey sample had not been in existence for all three years for which information was requested.

Also unavailable in any reliable quantity or quality were expenditure data. Purchase orders for the years in question were surveyed when possible. In a few other cases the number of items added to the collection in a year was available, and that figure was recorded. Even so the expenditure data was so scarce that what was collected was not of use to the study for comparative purposes.

It also appears that inventories of materials and equipment are currently not being kept with any consistency or rigor because of attitudes prevalent among library media specialists. The impression gained by the project staff throughout the interviews was that record keeping for inventory purposes was an unpopular activity regarded by many library media specialists as not worth the investment of a large amount of time and energy on their part.

All of these problems encountered are related here to explain the intent of the study as originally designed and the actual result of the efforts as presented in this document. There is no intent to criticize the efforts of the library media specialists who are either currently in these schools or who were there in past years. These difficulties arise in part from the rapid growth of the school library media programs within the decade under study with resultant changes in both attitudes and concepts shaping content and administration of library media programs.

The inventory data for elementary schools are presented in Table A. Table B contains the same information for junior high schools, and Table C shows the data collected in senior high schools. All three of these tables are contained in Appendix J.

Media Inventory in Elementary Schools

Fifteen elementary school library media centers were included in the inventory data collection. As noted above, the records of inventory existed in a number of forms. Data were taken from annual reports, additions/withdrawals books, and shelf lists or were gathered by performing an on-the-spot inventory. No media materials inventory data for one elementary school were available; that school is shown in Table A (see Appendix J) under Column C. Discussion of the materials inventory will assume the exclusion of that school from the analysis. All 15 schools provided data on the media equipment holdings.

Media Materials

Table 5 shows the distribution of media materials items in elementary school library media centers for 1965, 1970, and 1975. The media items are listed in the left-hand column with the percentage of schools reporting those items in each of the three years listed under the columns to the right. All percentages were calculated on the number of schools reporting any media inventory data for that year. That number is given as "n" below the year at the head of the three columns. For example, six schools reported inventory data for 1965. Of those six, 67 percent reported having audiodiscs.

According to the inventory reported by six schools for 1965, the media materials found in library media collections then were

audiodiscs,
reel audiotapes,
overhead transparencies, and
silent filmstrips.

The only media material item reported by all the schools was silent filmstrips. It can be assumed that the equipment to use these materials, i.e., record players, reel tape recorders/players, overhead projectors, and filmstrip projectors or viewers, was also available in these schools even though the library media centers' records did not include equipment items. It is not possible to make any assumptions about numbers of media equipment in inventories for 1965.

Table 5: Media Materials in Elementary Schools Library Media Centers

Media Materials Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=6	n=9	n=14
Audiodiscs	67	67	100
Audiotapes, Reel	50	44	71
Audiotapes, Gassette	0	0	79
Audiocards	0	0	0
8mm Motion Pictures	0	0	7
8mm Motion Pictures Loops	0	22	93
16mm Motion Pictures	0	0	0
Silent Filmstrips	100	67	100
Sound Filmstrips	0	33	86
Slides	0	44	100
Slide/Audiotapes	0	0	7
Overhead Transparencies	17	44	93
Microfilm	0	0	0
Microfiche	0	0	0
Videotapes, Recorded	0	11	7
Kits	0	22	64
Art Prints/Study Prints	0	78	100
Games/Simulations	0	11	57
Other 3-Dimensional Materials (except Globes)	0	11	50
CAI Programs	0	0	0
Printed Programmed Materials	0	0	0

Inventory data for 1970 were available in nine schools, although only seven of these provided data on individual items. According to these records, several other kinds of media items had been added to the inventory by then:

sound filmstrips,
slides,
recorded videotapes,
8mm film loops,
art print/study prints,
kits,
games/simulations, and other three-dimensional material.

There was no one media material item reported by all the schools. However, it is probable that the apparent decrease in percentages of library media centers holding silent filmstrips is the result of changes in criteria governing record keeping rather than a real decrease in the numbers of schools having silent filmstrips as the percentage goes back up to 100 percent in 1975.

Inventory information for media materials from 1975 was available in 14 schools. The variety of instructional media items available in elementary school library media centers again grew in the five years 1970-75. New media added to the library media collections were

cassette audiotapes
8mm motion pictures, and
slides/audiotapes.

Because of variations in criteria governing record keeping, it is possible that sound filmstrips and kits had been added to the media collection of schools that did not report any of these items but were recorded in inventories as discrete items of the individual components, i.e., audio cassettes, silent filmstrips.

Use and storage of audiocards seems to be entirely a classroom rather than a library media center activity. In all three school systems in the survey, 16mm motion pictures were not owned by individual schools but were circulated to schools from a central collection maintained by the system; therefore, no 16mm films were shown in the inventories of local schools. In one system videotapes were also distributed to local schools from a central collection. No elementary school used microforms for instructional purposes. In one system schools were being supplied with microfilm readers to be used for ordering and for other administrative purposes. No school included in the survey had at the time received the reader, delivery of the equipment being scheduled for the summer of 1976.

The distribution of media materials is interesting in several ways. First, a type of media material appears to be either found in most schools or found in only a few or no schools. Fifteen different types of media materials were found in at least one school. Of those fifteen, eight were found in approximately four out of five schools. These were

audiodiscs,
silent filmstrips,
slides,
art prints/study prints,
8mm film loops,

overhead transparencies,

sound filmstrip, and

cassette audiotapes.

Twelve of the fifteen were found in at least half of the schools; the additional four materials were

reel audiotapes,

kits,

games/simulations, and other three-dimensional materials.

The most apparent characteristic of the media materials collections in elementary schools that emerges from the inventory figures is their growth from 1965 to 1975 in both the variety of media materials and in the size of collection. In 1965, elementary library media centers included a limited range of types of media materials. Of the media materials included in this survey, fifteen different kinds were found in the 1975 inventories. The choices of type of instructional materials available to teachers and to students increased greatly in the decade 1965-1975.

The size of library media collections grew primarily as a result of the addition of new media materials types to the collections. Changes in the numbers of items of any one type of media material did not follow a pattern of either steady increase or decrease. An examination of individual items will show the fluctuation. For example, in Elementary School K the number of silent filmstrips decreased from 386 in 1965 to 7 in 1970 then increased to 661 in 1975, while in Elementary School O the same item showed a steady decrease in number from 468 in 1965 to 215 in 1975. Factors noted earlier hinder the further analysis of these data as schools varied from one year to another in their method of counting items. For example, Elementary School H in 1970 had 187 overhead transparencies; in 1975 their inventory included 48 sets of transparencies. An accurate comparison of these two figures is difficult to obtain.

Media Equipment

Very little data from 1965 and 1970 were available (see Table A in Appendix J). One school reported figures for two items of equipment in 1970. Otherwise, only data concerning current equipment holdings were available.

Table 6 shows the distribution of media equipment in the elementary schools in the survey sample. The media equipment items are listed in the left-hand column. The percentage of schools reporting that item in its inventory is listed in the three columns to the right, each headed by a year. The percentage is based on the number of schools reporting any inventory data for that year, given as "n" under the column heading.

It can be assumed that equipment to use media materials was available in schools in 1965 and 1970. This assumption would mean that in 1965 library media centers would have had

audiodisc players,
reel audiotape recorders,
silent filmstrip projectors,
silent filmstrip viewers, and
overhead projectors.

In 1970 in addition to those four equipment items,

8mm film loop projectors,

Table 6: Media Equipment in Elementary School Library Media Centers

Media Materials Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=6	n=9	n=15
Audiodisc Players	0	0	93
Audiotape Recorders, Reel	0	0	93
Audiotape Recorders, Cassette	0	0	100
Audiotape Players	0	0	73
Audiocard Recorders	0	0	67
Radio Receivers	0	0	20
8mm Film Projectors	0	0	47
8mm Film Loop Projectors	0	0	87
16mm Film Projectors	0	0	100
Silent Filmstrip Projectors	0	0	100
Sound Filmstrip Projectors	0	0	80
Filmstrip Viewers	0	0	93
Silent Slide Projectors	0	0	100
Sound Slide Projectors	0	0	0
Slide Viewers	0	0	33
Overhead Projectors	0	0	100
Opaque Projectors	0	0	100
Microfrom Readers	0	0	7
Microform Reader/Printers	0	0	0
Television Receivers/Monitors	0	0	87
Videotape Recorders, Battery	0	0	13
Videotape Recorders, External Power	0	0	13
Videotape Recorders, Studio	0	0	7
Videoplayers	0	0	0
Television Projectors	0	0	0
Computer Terminals	0	0	0
Teaching Machines	0	0	33
Thermal Copiers	0	0	47
Diazo Printers	0	0	0
Primary Typewriters	0	0	47
Light Boxes	0	0	13
Lettering Devices	0	0	7
Dry Mount Presses	0	0	67
8mm Motion Picture Cameras	0	0	47
16mm Motion Picture Cameras	0	0	0
Rapid Process Cameras	0	0	20
35mm Cameras	0	0	20
Other Still Cameras	0	11	60
Copystands	0	11	53
Darkroom and Darkroom Equipment	0	0	0
Slide Duplicators	0	0	0
8mm Film Editors	0	0	0
16mm Film Editors	0	0	0
Animation Stands	0	0	0
Film Inspection/Cleaning Devices	0	0	0
Projector Dissolve Controls	0	0	0
Projection/Sound Programmers	0	0	0

Table 6: Media Equipment in Elementary School Library Media Centers (cont.)

Media Materials Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=6	n=9	n=15
Sound Synchronizers	0	0	0
Microfilm Duplicators	0	0	0
Microfiche Duplicators	0	0	0
Audio Consoles	0	0	0
Audiotape Duplicators	0	0	0
Audio Compressors	0	0	0
Audio Mixers	0	0	0
Film Chains	0	0	0
Videotape Duplicators	0	0	0
Television Cameras, Black & White	0	0	7
Television Cameras, Color	0	0	0
Television Switchers	0	0	0

sound filmstrip projectors,

slide projectors,

slide viewers,

television receivers/monitors, and

videoplayers would be found in some elementary library media centers. It is not possible to make any assumption about the numbers of these equipment items that were available.

Media equipment items found in the media equipment collections of at least half of the schools in 1975 were

cassette audiotape recorders,

16mm motion picture projectors,

silent filmstrip projectors,

silent slide projectors,

overhead projectors,
opaque projectors,
audiodisc players,
reel audiotape recorders,
filmstrip viewers,
8mm film loop projectors,
television receivers/monitors,
sound filmstrip projectors,
audiotape players,
audiocard recorders,
drymount presses, and
other still cameras.

Two practices encountered in the schools and not mentioned previously made the collection of equipment inventory data difficult. First, a running inventory was kept in many schools. Items were added and deleted continuously. In only a few instances was it possible to draw from these records for past years figures that could be thought to be absolutely accurate. Second, media equipment is often issued out to individual classrooms and teachers. While records may be centrally located, the actual items are rarely gathered together for an inventory. In some schools media equipment items on the questionnaire were not a part of the inventory of the library media center but were accessible to teachers and library media staff for use either elsewhere in the building or in a nearby location, such as a district media production center.

A statement about the changes in the media equipment in elementary schools over the decade 1965-1975 based on the inventory data found is extremely hard to make. It can be assumed that some media equipment to utilize the media materials holdings were available in 1965 and 1970. If that is true, then the same pattern of increasing diversification found in materials inventory for the period 1965-1975 would hold true for equipment also. As new forms of media materials found their way into the library media collections additional kinds of media equipment would be added to the equipment inventory. This is, however, only an assumption and is not based on any available data.

Media Inventory in Junior High Schools

Eight junior high schools were included in the survey sample. Inventory information for these schools is shown in Table B (see Appendix J). Each school is identified by a letter rather than by name. Inventory information for each school is contained beneath the assigned letter with subdivisions by year.

Media Materials

Table 7 shows the distribution of media materials in the junior high schools for 1965, 1970, and 1975. The media items are listed in the left-hand column with the percentage of schools reporting those items in each of the three years listed under the columns to the right. All percentages were calculated on the number of schools reporting any media inventory data for that year. That number is given as "n" below the year heading.

Table 7: Media Materials in Junior High School Library Media Centers

Media Materials Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=3	n=7	n=8
Audiodiscs	100	43	100
Audiotapes, Reel	67	0	75
Audiotapes, Cassette	0	14	88
Audiocards	0	0	0
8mm Motion Pictures	0	14	0
8mm Motion Pictures, Loops	0	29	100
16mm Motion Pictures	0	0	0
Filmstrips, Silent	67	43	100
Filmstrips, Sound	67	29	75
Slides	0	14	100
Slide/Audiotapes	0	0	25
Overhead Transparencies	100	14	100
Microforms	0	0	0
Microfiche	0	0	0
Videotapes, Recorded	0	0	0
Kits	0	0	50
Art Prints/Study Prints	0	29	75
Games/Simulations	0	14	63
Other 3-Dimensional Materials (except Globes)	0	0	13
CAI Programs	0	0	0
Printed Programmed Materials	0	0	0

Media materials that appeared in the inventory of library media centers in 1965 were

audiodiscs,
reel audiotapes,
silent filmstrips,
sound filmstrips, and
overhead transparencies. By 1970
cassette audiotapes,
8mm films,
8mm film loops,
slides,
art prints/study prints, and
games/simulations had been added to the media material collections.

Data for 1970 were available in seven junior high schools.

In the 1975 inventories, media materials that had been added to those previously noted were

8mm film loops,
slides/audiotapes,
kits, and
other three dimensional materials. Eight millimeter motion pictures, which had been recorded on 1970 inventories, did not appear on any inventory in 1975. This does not necessarily mean that the media was not used. Eight millimeter motion pictures are sometimes produced and then taken home by a student or kept by a teacher. Sixteen millimeter motion pictures are usually borrowed or rented, and printed programmed materials and audiocards are frequently kept in the classroom by the teacher.

Media Equipment

Table 8 shows the distribution of media equipment items in the three years for which information was requested. Equipment items are listed in the left-hand column with the percentage of schools having that item in each year given in the columns to the right. The percentages were based on the number of schools reporting any inventory data for that year, given as "n" under the column heading.

Very little itemized data were available for 1965. One school reported having an opaque projector. If it can be assumed that media equipment for the media materials were in the schools, then the inventories included

audiodisc players,
reel audiotape players,
silent filmstrip projectors,
sound filmstrip projectors, and
overhead projectors. No assumption can be made of the number of each item available at that time.

One school reported itemized data for equipment for 1970. Equipment items listed in the inventory in that year were

audiodisc players,
reel audiotape recorders,
cassette audiotape recorders,
8mm film projectors,
16mm film projectors,
silent filmstrip projectors,
sound filmstrip projectors,
filmstrip viewers,
silent slide projectors,

Table 8: Media Equipment in Junior High School Library Media Centers

Media Equipment Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=3	n=7	n=8
Audiodisc Players	0	14	88
Audiotape Recorders, Reel	0	14	100
Audiotape Recorders, Cassette	0	14	100
Audiocard Recorders	0	0	50
Radio Receivers	0	0	25
8mm Film Projectors	0	14	63
8mm Film Loop Projectors	0	0	100
16mm Film Projectors	0	14	100
Silent Filmstrip Projectors	0	14	88
Sound Filmstrip Projectors	0	14	88
Filmstrip Viewers	0	14	100
Silent Slide Projectors	0	14	75
Sound Slide Projectors	0	0	0
Slide Viewers	0	0	50
Overhead Projectors	0	14	100
Opaque Projectors	33	14	100
Microform Readers	0	0	0
Microform Reader/Printers	0	0	13
Television Receivers/Monitors	0	0	88
Videotape Recorders, Battery	0	0	13
Videotape Recorders, External Power	0	0	63
Videotape Recorders, Studio	0	0	0
Videoplayers	0	0	0
Television Projectors	0	0	0
Dial Access	0	0	0
Computer Terminals	0	0	0
Teaching Machines	0	14	25
Thermal Copiers	0	0	88
Diazo Printers	0	0	13
Primary Typewriters	0	0	38
Light Boxes	0	0	0
Lettering Devices	0	0	13
Dry Mount Presses	0	0	63
8mm Motion Picture Cameras	0	0	50
16mm Motion Picture Cameras	0	0	0
Rapid Process Cameras	0	0	25
35mm Cameras	0	0	50
Other Still Cameras	0	0	88
Copystands	0	14	88
Darkroom and Darkroom Equipment	0	0	25
Slide Duplicators	0	0	13
8mm Film Editors	0	0	25
16mm Film Editors	0	0	0

Table 8: Media Equipment in Junior High School Library Media Centers (cont.)

Media Equipment Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=3	n=7	n=8
Animation Stands	0	0	0
Film Inspection/Cleaning Devices	0	0	0
Projector Dissolve Controls	0	0	0
Projection/Sound Programmers	0	0	0
Sound Synchronizers	0	0	0
Microfilm Duplicators	0	0	0
Microfiche Duplicators	0	0	0
Audio Consoles	0	0	0
Audiotape Duplicators	0	0	13
Audio Compressors	0	0	0
Audio Mixers	0	0	25
Film Chains	0	0	0
Videotape Duplicators	0	0	0
Television Cameras, Black and White	0	0	75
Television Cameras, Color	0	0	0
Television Switchers	0	0	13

opaque projectors,
teaching machines, and
copystands.

Inventory data for 1975 were available in all eight junior high schools. Media equipment items that every school had were

reel audiotape recorders,
cassette audiotape recorders,
8mm film loop projectors,
16mm film projectors,
filmstrip viewers,
overhead projectors, and
opaque projectors. Media equipment items that at least half of

the schools had were (in addition to those previously listed)

audiodisc players,
audiotape players,
audiocard recorders,
8mm film projectors,
silent filmstrip projectors,
slide viewers,
television receiver/monitors,
videotape recorders (external power),
thermal copiers,
dry mount presses,
8mm motion picture cameras,
35mm cameras,
other still cameras,
copystands, and
black and white television cameras.

The inability to collect reliable inventory data for 1965 and 1970 hampered an analysis of the growth of media equipment collections over the decade 1965-1975. Undoubtedly, however, the pattern of change has been one of increasing diversity in the equipment inventories as new kinds of media equipment were added.

Media Inventory in Senior High Schools

Seven senior high schools were included in the survey sample. Inventory data for these schools are presented in Table C of Appendix J.

Media Materials

Table 9 shows the distribution of media materials in seven high school library media centers for 1965, 1970, and 1975. The media material items are listed in the left-hand column. Across the three columns to the right are the percentages of senior high schools whose inventory for each of the three years listed that item. The percentages are based on the number of schools reporting any data for that year, given as "n" under the column heading.

Two media material items were held by all the senior high schools in 1965; these were

audiodiscs and

silent filmstrips. Items found in the inventory of at least half of the schools were (in addition to audiodiscs and silent filmstrips)

reel audiotapes and

slides.

In 1970 no one item appeared in every inventory, according to the data collection. Media items which were listed by at least half of the schools were

audiodiscs,

reel audiotapes,

8mm film loops,

silent filmstrips,

slides,

overhead transparencies, and

microfilm. These microfilm holdings are the first use of a microform found by this survey; 67 percent of the senior high school library media centers had microfilm in 1970.

Table 9: Media Materials In Senior High School Library Media Centers

Media Materials Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=4	n=6	n=7
Audiodiscs	100	83	100
Audiotapes, Reel	50	67	71
Audiotapes, Cassette	25	33	100
Audiocards	0	0	0
8mm Motion Pictures	0	0	29
8mm Motion Pictures, Loops	25	50	100
16mm Motion Pictures	0	17	43
Silent Filmstrips	100	83	100
Sound Filmstrips	0	0	100
Slides	50	83	86
Slide/Audiotapes	25	17	43
Overhead Transparencies	25	67	100
Microfiche	0	0	14
Microfilm	0	67	71
Videotapes, Recorded	0	33	71
Kits	0	17	71
Art Prints/Study Prints	25	33	71
Games/Simulations	0	0	71
All Other 3-Dimensional Materials (except Globes)	25	33	71
Dial Access	0	0	14
Printed Programmed Materials	25	0	0

In 1975, six media material items were listed in the inventories of all the seven high schools. These were

audiodiscs,
cassette audiotapes,
8mm film loops,
silent filmstrips,
sound filmstrips, and
overhead transparencies. Other items found in at least half of the schools were

reel audiotapes,
slides,
microfilms,
kits,
art prints/study prints,
games/simulations, and other three-dimensional materials.

The changing criteria for recording media items may account for the apparent decline in the percentage of schools holding certain media items such as audiodiscs and silent filmstrips. It may be that these items were included in the inventory as parts of multi-media packages.

There has, however, been a real decline in the holdings of printed programmed material. In 1965, 25 percent of the seven high schools reported having this item. In 1970 and 1975 no senior high school included the item in its inventory of media materials.

Microfilm holdings have clearly increased; ten years ago none of the schools reported microfilm on inventory. In most cases recorded videotapes, kits, art prints/study prints, games/simulations, and other three-dimensional materials were not on inventory five years ago.

There are a very few media surveyed which none of the schools had purchased. Audiocards are the only inexpensive medium in this group.

Only one of the schools surveyed had any microfiche; however, several of the library media specialists indicated that they would be receiving microfiche readers to assist in ordering and therefore would probably be ordering microfiche for other purposes. Microfilm was used by all but two of the senior high schools.

Media Equipment

Table 10 presents the distribution of media equipment items in senior high school library media centers in 1965, 1970, and 1975. The equipment items are listed to the left. Reading across from the item are the percentages of senior high schools which reported having that item in each of the three years.

In 1965 all four senior high schools that recorded inventory data listed

audiodisc players and

reel audiotape players. Additional items that at least half the schools had were

16mm film projectors,

silent filmstrip projectors,

filmstrip viewers,

overhead projectors, and

opaque projectors.

Table 10: Media Equipment in Senior High School Library Media Centers

Media Equipment Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=4	n=6	n=7
Audiodisc Players	100	50	100
Audiotape Recorders, Reel	100	50	100
Audiotape Recorders, Cassette	25	50	100
Audiotape Players	0	33	57
Audiocard Recorders	0	0	14
Radio Receivers	0	0	43
8mm Film Projectors	0	17	71
8mm Film Loop Projectors	25	50	86
16mm Film Projectors	75	50	100
Silent Filmstrip Projectors	75	50	100
Sound Filmstrip Projectors	25	33	86
Filmstrip Viewers	75	50	100
Silent Slide Projectors	0	33	100
Sound Slide Projectors	0	17	43
Slide Viewers	0	0	43
Overhead Projectors	75	33	100
Opaque Projectors	75	33	100
Microform Readers	0	17	57
Microform Reader/Printers	0	0	29
Videotape Recorders, Battery	0	0	29
Videotape Recorders, External Power	0	50	86
Videotape Recorders, Studio	0	0	0
Videoplayers	0	0	14
Television Projectors	0	0	0
Dial Access	0	0	14
Computer Terminals	0	0	0
Teaching Machines	0	17	71
Thermal Copiers	0	0	43
Diazo Printers	0	0	0
Primary Typewriters	0	0	29
Light Boxes	0	0	0
Lettering Devices	0	0	14
Dry Mount Presses	0	0	43
8mm Motion Picture Cameras	0	0	57
16mm Motion Picture Cameras	0	0	43
Rapid Process Cameras	0	0	29
35mm Cameras	0	0	57
Other Still Cameras	0	0	14
Copystands	0	0	57
Darkroom and Darkroom Equipment	0	0	14
Slide Duplicators	0	0	14
8mm Film Editors	0	17	43
16mm Film Editors	0	0	14

Media Equipment in Senior High School
Library Media Centers (cont.)

Media Equipment Item	% of Library Media Centers Reporting Item		
	1965	1970	1975
	n=4	n=6	n=7
Animation Stands	0	0	0
Film Inspection/Cleaning Devices	0	0	0
Projector Dissolve Controls	0	0	0
Projection/Sound Programmers	0	0	0
Sound Synchronizers	0	0	14
Microfilm Duplicators	0	0	0
Microfiche Duplicators	0	0	0
Audio Consoles	0	0	0
Audiotape Duplicators	0	17	14
Audio Compressors	0	0	0
Audio Mixers	0	17	29
Film Chains	0	17	14
Videotape Duplicators	0	0	0
Television Cameras, Black and White	0	17	71
Television Cmaeras, Color	0	0	14
Television Switchers	0	0	29

Six senior high schools reported inventory data for 1970; however, itemized information for equipment was not available from three of those schools. Media equipment items that were listed by at least half of the six schools were

audiodisc players,

reel audiotape recorders,

cassette audiotape recorders,

8mm film loop projectors,

16mm film projectors,

silent filmstrip projectors,

filmstrip viewers,

television receiver/monitors, and

videotape recorders (external power). It is possible that some of these items were in all the schools; lack of detailed data makes it impossible to know now.

In 1975 media equipment items that were recorded by all seven senior high schools were

audiodisc players,
reel audiotape recorders,
cassette audiotape recorders,
16mm film projectors,
silent filmstrip projectors,
filmstrip viewers,
slide projectors,
overhead projectors, and
opaque projectors. Additional equipment items found in at least half of the senior high schools were

audiotape players,
8mm film projectors,
8mm film loop projectors,
sound filmstrip projectors,
slide viewers,
microform readers,
television receiver/monitors,
videotape recorders (external power),
teaching machines,
8mm motion picture cameras,
35mm cameras,
copystands, and
black and white television cameras.

Inventory data for production hardware was inconsistent and generally unavailable before 1975. Therefore, any conclusions drawn from that data are tentative. However, it would seem that in 1965 and 1970 production equipment was generally unavailable in schools. Since 1970 there has been a slight buildup so that many schools have one piece of several types of equipment.

Summary

Inventory Record Keeping

The difficulties encountered in the collection of inventory data have been recounted. Lack of reliable data from 1965 and 1970 made detailed analysis of media materials and equipment collection growth and change over the 1965-1975 period impossible to do. Some assumptions based on indirect evidence and the recollections of the library media personnel could be made. These, however, were only assumptions and could not be used to make definitive statements.

Two aspects of the problems related to inventory deserve further comment.

First, the attitudes expressed by more than a few library media specialists had the effect of relegating inventory record keeping to the list of tasks with low priority. The attitudes varied somewhat. Some library media specialists saw record keeping as a non-professional task, more properly assigned to library media aides. Others felt that the effort required to keep accurate records was not rewarded--the records were not of any use to the library media program. Some expressed a need for more accurate and complete records but could not allot the resources to the task. For whatever reason, the impression gained was that inventory records have not been and are not being given adequate attention. An estimate was often seen to be as good as an actual count.

It is, of course, easier to identify a problem than to construct a solution. The primary goal of a library media specialist is to facilitate the instructional process by identifying and providing materials appropriate to the situation. This is a complex goal requiring enormous amounts of time and energy from the incumbent. Any task not seen as central to the attainment of that goal is likely to be set aside until that time when there is "spare time."

However, this is not an era of plentiful funding to replenish supplies of materials and equipment. Attitudes and practices such as those described above seem inconsistent with this reality. A more stringent accounting of resources can provide benefits to the construction of a library media program.

A second point needs further comment. On January 23, 1973, a memorandum from David R. Bender to Personnel with System-wide Responsibility for School Media Programs, Principals, Headmasters, and Individual School Library Media Personnel on Inventory Control, stated:

> ... If a package/kit containing items is classified and cataloged having each item as a separate piece, then each item is counted individually. If a package/kit is classified and cataloged as one unit regardless of the number of separate pieces, it is recorded in your inventory as one item. ...
>
> A central inventory should be maintained in the media center of all items for inventory purposes.

The process implementing the standard set in this memorandum was still in progress while this survey was being done. Future efforts at comparison of collections, their growth and changes in their content, should be facilitated by this effort at standardization.

Inventory Growth Change

Using assumptions based on available evidence, it can be said that collections of media materials and, probably, equipment have grown in size and in the alternatives offered to teachers and students in choosing instructional media. The diverse formats available today for use in the instructional program were not available ten years ago. Numbers of holdings of items have changed also. Although it is more difficult to make a general statement, in many schools the inventory of any particular medium had grown. This growth was not necessarily steady across schools. Nor did the growth always indicate more than an accumulation of items without reference to currency or relevance.

CHAPTER 3

Use of Media Materials: Library Media Specialists Responses

An attempt to examine the use of non-print media items in the public schools had to confront also the question of frequency of use. The remainder of the survey concerned itself with measuring frequency of use with data gathered from several sources. Perhaps the most obvious first source of information on use was information gathered by the individual library media specialists to reflect the actual number of uses of inventory items during particular times. The time and budgetary constraints on the project precluded the staff from setting up a data collection system in the sample schools to record actual use. Reliance had to be placed, therefore, on circulation data that might have been collected by library media specialists for other purposes. Form G, Use Statistics (see Appendix D), was developed to collect extant data from the schools. Form G includes data on the use of material and equipment items both inside and outside the library media center.

To detect and observe any trends which might be developing in media use, it was necessary to collect the data for a period of years. Therefore, statistics on use that might have been collected for the school years 1973-74 and 1974-75 were requested. Many schools, however, could not provide data for 1973-74. Because the survey was being conducted near the end of the 1975-76 school year, more data were collected for that year and 1974-75, the immediately preceding year, than for the years originally intended to be included in the survey. Even accepting this change, very little data were gathered, and they could not always be used for comparisons. In-center use statistics are, generally, not kept by library media specialists. Even circulation figures were not kept as widely as had been hoped by the project staff. Two of the three school systems did not require that use statistics be included in annual reports. Most of the library media specialists in these counties expressed disdain for circulation figures, citing their shortcomings and the difficulties in collecting them. Even in the county where circulation statistics were kept, the figures were kept for media materials only. Some schools used a system of sign-out cards or a log book for media equipment. Where these existed, they were sampled to provide the data for the study.

Circulation figures are suspect because the difficulties encountered in collection efforts tend to discourage a strict adherence to methods guaranteed to be accurate. In situations where circulation figures are used as proof of program success, the temptation to inflate the figures can be quite strong. The operation of these factors was evident in some of the circulation records that were found. For these reasons, the accuracy of the figures and, consequently, their value to this study were questionable. It was not possible to do any analysis of the circulation figures that were collected because of these problems.

Many, if not all of the problems arising from the attempt to use Form G were anticipated by the project staff; and the limitations of the hard data likely to be collected with it were known. Alternative methods of data collection were devised to serve as a complement to any use statistics that were found. These methods proved to be of much more value in measuring the use of non-print media in the public schools. Form H, Projection of Use (see Appendix E), was developed to determine the library media specialist's perceptions of the use given to individual media materials and media equipment. Each library media specialist was asked to rate for each media item the total current use both in the library media center and out of the library media center. Responses were given on a four-point scale: (1) Daily on the average; (2) Weekly on the average; (3) Occasionally, once or twice a month, many times a year, intermittently; (4) Infrequently, once or twice a year, seldom, rarely. A library media specialist could invoke an implied "no" response contained in the scale by failure to choose any of the other four responses.

Form H also asked the library media specialist to project any changes that would occur in the use of each listed media item in the near future using a three-point response scale. The directions given to the library media specialist asked that he/she project the future use of an item using as a basis for judgment factors such as future directions of instructional programs, new equipment or materials, changes in staff, professional development programs, etc. Response choices were (1) Use will increase, (2) Use will remain the same, (3) Use will decrease. Again, responses were requested for in-center use and for out-of-center use.

Tables 11 through 50 contain the results of the survey of use of media materials; the results pertaining to media equipment are contained in Chapter 4. Tables include the responses to both questions asked. Each media item for which any use was reported is represented by two tables. The first table contains the library media specialists' estimates of current in-center use and projections of any changes in that use. The second table shows the library media specialists' estimates of out-of-center use and projections of any changes in that use. For example, Tables 11 and 12 (page 51) provide data on the use of audiodiscs. When asked about current in-center use of audiodiscs, 40 percent of the elementary school library media specialists reported daily use, 20 percent reported weekly use, 13 percent occasional use, etc.; all of that information is contained in Table 11. Also in Table 11 are the responses of the library media specialists when asked to project any changes that might occur in that use. Twenty percent thought that use would increase, 60 percent felt that use would remain the same, and 20 percent predicted a decrease in use. Table 12, Media Specialists' Estimates of Out-of-Center Use of Audiodiscs, is read in the same manner.

When there was no use of an item reported, that is noted also in the narrative of the report.

The tables for the 20 media materials items and brief discussions of the results follow in an item-by-item format. The discussion for each item is divided into two sections: one for elementary school use and one for secondary school use.

Because of rounding of percentages to nearest whole number, totals may not equal exactly 100 percent.

Audiodiscs (See Tables 11 and 12)

Elementary. The pattern of use of audiodiscs was the same for use both in-center and out-of-center with 60 percent or more of the library media specialists indicating at least weekly use. Only one library media specialist registered no use of audiodiscs out-of-center. Twenty-seven percent estimated that audiodiscs were used infrequently in-center.

Most library media specialists predicted no change in the use of audiodiscs both in-center and out-of-center. For in-center use the same number of library media specialists (20 percent) predicted an increase in use as predicted a decrease. Twenty-seven percent of the library media specialists predicted an increase in out-of-center use while only 7 percent foresaw a decrease.

Junior High and Senior High. Audiodisc use in the library media center in secondary schools was steady. Approximately half of the schools reported daily or weekly use. In only one junior high school were audiodiscs never used in-center. Almost three-fourths of the senior high library media specialists predicted use would remain the same. One junior high school (13 percent), which used audiodiscs weekly, thought use would decrease.

Table 11: Library Media Specialists' Estimates of In-Center Use of Audiodiscs

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	40	20	13	27	0
Junior High	8	38	13	25	13	13
Senior High	7	29	29	29	14	0
All Levels	30	37	20	20	20	3

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	60	20
Junior High	8	25	63	13
Senior High	7	71	29	0
All Levels	30	33	53	13

Table 12: Library Media Specialists' Estimates of Out-of-Center Use of Audiodiscs

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	53	20	20	0	7
Junior High	8	38	25	25	0	13
Senior High	7	57	29	0	0	14
All Levels	30	50	23	17	0	10

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	27	67	7
Junior High	8	25	50	25
Senior High	7	57	43	0
All Levels	30	33	57	10

Reel Audiotapes (See Tables 13 and 14)

Elementary. According to library media specialists, reel audiotapes do not receive very frequent use either in-center or out-of-center. There does appear to be more use out of the library media center, with 40 percent of the library media specialists indicating occasional use. While the use of reel audiotapes does not appear to be of great frequency, use was recorded in approximately 80 percent of the schools in the sample.

Most library media specialists foresaw no change in the use of reel audiotapes. Only 7 percent predicted an increase in use out-of-center. For both in-center and out-of-center use, 13 percent media specialists predicted a decrease in use.

Junior High and Senior High. Reel audiotapes are used in-center in all but 27 percent of the 15 secondary schools and out-of-center in all but 20 percent of the schools. However, both in and out-of-center over half of the schools reported infrequent or no use. In general, use projections indicated that use will stay the same with some movement toward a decrease in use.

Table 13: Library Media Specialists' Estimates of In-Center Use of Reel Audiotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	13	13	13	33	27
Junior High	8	13	13	0	50	13
Senior High	7	0	29	14	29	29
All Levels	30	10	17	10	37	27

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	87	13
Junior High	8	13	50	38
Senior High	7	29	43	29
All Levels	30	10	67	23

Table 14: Library Media Specialists' Estimates of Out-of-Center Use of Reel Audiotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	13	13	40	13	20
Junior High	8	25	0	13	50	13
Senior High	7	43	14	0	14	29
All Levels	30	23	10	23	23	20

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	80	13
Junior High	8	13	50	38
Senior High	7	14	57	29
All Levels	30	10	67	23

Cassette Audiotapes (See Tables 15 and 16)

Elementary. Cassette audiotapes are used very frequently, according to the library media specialists. For both in- and out-of-center use, 67 percent indicated daily or weekly use and 27 percent indicated occasional use. In 7 percent of the schools cassettes were used infrequently in-center; in 7 percent of the schools cassettes were never used out-of-center.

An increase in all use of cassettes was predicted by 60 percent of the library media specialists. The remainder foresaw no change in use.

Junior High and Senior High. The majority of schools used cassette audiotapes either daily or weekly with a projected increase in use. Seventy-five percent of the senior high schools reporting occasional in-center use thought use would increase. The one junior high school (13 percent) which reported no out-of-center use felt that use was not likely to increase.

Table 15: Library Media Specialists' Estimates of In-Center Use of Cassette Audiotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	53	13	27	7	0
Junior High	8	63	25	13	0	0
Senior High	7	29	14	57	0	0
All Levels	30	50	17	30	3	0

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	60	40	0
Junior High	8	50	50	0
Senior High	7	86	14	0
All Levels	30	63	37	0

Table 16: Library Media Specialists' Estimates of Out-of-Center Use of Cassette Audiotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	60	7	27	0	7
Junior High	8	63	13	13	0	13
Senior High	7	71	14	14	0	0
All Levels	30	63	10	20	0	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	60	40	0
Junior High	8	50	50	0
Senior High	7	86	14	0
All Levels	30	63	37	0

Recorded Audiocards (See Tables 17 and 18)

Elementary. Use of recorded audiocards was almost entirely an activity that occurred outside the library media center. Thirteen percent of the library media specialists indicated use in the center. Eighty percent of the library media specialists did register out-of-center use. No significant change in use patterns was predicted.

Junior High and Senior High. Thirteen percent of the junior high schools and 14 percent of the senior high schools used audiocards in-center; use was infrequent. Thirty-eight percent of the junior high schools reported out-of-center use. None of the secondary school library media specialists expected an increase in audiocard use either in or out of the library media center.

Table 17: Library Media Specialists' Estimates of In-Center Use of Recorded Audiocards

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	13	87
Junior High	8	0	0	0	13	88
Senior High	7	0	0	0	14	86
All Levels	30	0	0	0	13	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 18: Library Media Specialists' Estimates of Out-of-Center Use of Recorded Audiocards

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	33	13	13	20	20
Junior High	8	13	0	25	0	63
Senior High	7	0	0	0	14	86
All Levels	30	20	7	13	13	47

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	10	90	0

8mm Motion Pictures (See Tables 19 and 20)

Elementary. Very little use of 8mm motion pictures was noted by the elementary school library media specialists. Thirteen percent said that this media type was used both in and out of the library media center. Seven percent predicted that use would increase.

Junior High and Senior High. Seventy-three percent of the 15 secondary school library media specialists reported infrequent or no use of 8mm motion pictures in-center. Out-of-center use was recorded in less than half the schools. None of the library media specialists thought that use would decrease either in- or out-of-center. An increase in out-of-center use was projected by almost half of the library media specialists.

Table 19: Library Media Specialists' Estimates of In-Center Use of 8mm Motion Pictures

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	7	0	87
Junior High	8	13	13	13	38	25
Senior High	7	0	14	0	43	14
All Levels	30	3	10	7	20	60

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	25	75	0
Senior High	7	43	57	0
All Levels	30	20	80	0

Table 20: Library Media Specialists' Estimates of Out-of-Center Use of 8mm Motion Pictures

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	0	7	87
Junior High	8	13	25	13	25	25
Senior High	7	14	29	14	0	43
All Levels	30	7	17	7	10	60

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	27	73	0

8mm Motion Picture Loops (See Tables 21 and 22)

Elementary. Use of 8mm loops in-center occurred in approximately three-fourths of the schools, while out-of-center use was recorded in 87 percent of the schools. Frequency of use responses were generally unevenly distributed. Use was projected to remain the same for in-center use, but 27 percent of the library media specialists thought that out-of-center use would increase.

Junior High and Senior High. Half of the junior high library media specialists reported daily use of 8mm loops in-center and 13 percent reported occasional use. It would seem, then, that at the junior high level this media type is used frequently or not at all. Out-of-center use appeared to be less frequent. No use in the library media center was reported by 13 percent, and 25 percent said there was no use out of center.

No senior high library media specialist reported daily use in-center nor did any report no use. Use generally was infrequent or occasional. While no decrease in use was projected, neither was there agreement whether use would increase or remain the same. In senior high schools, in contrast to junior high schools, there seems to be more out-of-center use than use in the library media center. Seventy-one percent thought that use would increase in the near future. The fifth library media specialist (20 percent) also thought use would increase.

Table 21: Library Media Specialists' Estimates of In-Center Use of 8mm Motion Picture Loops

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	20	20	13	20	27
Junior High	8	50	0	13	25	13
Senior High	7	0	14	43	43	0
All Levels	30	23	13	20	27	17

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	25	75	0
Senior High	7	57	43	0
All Levels	30	27	73	0

Table 22: Library Media Specialists' Estimates of Out-of-Center Use of 8mm Motion Picture Loops

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	33	27	20	13
Junior High	8	0	38	25	13	25
Senior High	7	14	57	14	14	0
All Levels	30	7	40	23	17	13

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	27	73	0
Junior High	8	25	75	0
Senior High	7	71	29	0
All Levels	30	37	63	0

16mm Motion Pictures (See Tables 23 and 24)

Elementary. Sixteen millimeter motion pictures were used out-of-center in every school in the sample; in-center use tended to be occasional or infrequent. No significant changes were predicted for in-center use. However, even with the already heavy use out-of-center, 33 percent of the library media specialists thought that use would increase.

Junior High and Senior High. In-center use of 16mm motion pictures at the secondary level seemed to be split with about half of the library media specialists indicating daily or weekly use and the other half indicating infrequent or no use. Forty-seven percent of the secondary library media specialists thought that use would increase while 53 percent predicted no change in use.

Both junior high and senior high library media specialists reported either daily or weekly use of this media out-of-center, with most registering daily use. Sixty percent of the library media specialists felt that this use would increase in the future. No decrease was projected.

Table 23: Library Media Specialists' Estimates of In-Center Use of 16mm Motion Pictures

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	7	33	33	27
Junior High	8	25	25	13	25	13
Senior High	7	14	14	14	38	14
All Levels	30	10	13	23	33	20

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	7	93	0
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	27	73	0

Table 24: Library Media Specialists' Estimates of Out-of-Center Use of 8mm Motion Pictures

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	80	20	0	0	0
Junior High	8	75	25	0	0	0
Senior High	7	100	0	0	0	0
All Levels	30	83	17	0	0	0

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	33	67	0
Junior High	8	50	50	0
Senior High	7	71	29	0
All Levels	30	47	53	0

Silent Filmstrips (See Tables 25 and 26)

Elementary. Silent filmstrips were used in every elementary school, although in 7 percent they were not used in the library media center. Use was frequent, with 83 percent of the responses falling in the Daily or Weekly categories. Eighty percent of the library media specialists thought that this use would remain the same; 13 percent thought that use would decrease.

Junior High and Senior High. Both in- and out-of-center secondary use of silent filmstrips was heavy, with only 13 percent of the junior highs reporting no use. One-third of the library media specialists predicted a decrease in use both in- and out-of-center. However, an increase in in-center use was projected by 20 percent of the library media specialists, while 27 percent projected an increase in out-of-center use. Thoughts on the future use of this media type are obviously not unanimous.

Table 25: Library Media Specialists' Estimates of In-Center Use of Silent Filmstrips

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	60	13	20	0	7
Junior High	8	50	13	25	0	13
Senior High	7	14	43	43	0	0
All Levels	30	47	20	27	0	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	80	13
Junior High	8	13	50	38
Senior High	7	29	43	29
All Levels	30	13	63	23

Table 26: Library Media Specialists' Estimates of Out-of-Center Use of Silent Filmstrips

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	67	27	0	7	0
Junior High	8	63	25	0	0	13
Senior High	7	29	43	29	0	0
All Levels	30	57	30	7	3	3

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	80	13
Junior High	8	25	38	38
Senior High	7	29	43	29
All Levels	30	17	60	23

Sound Filmstrips (See Tables 27 and 28)

Elementary. Seven percent reported no use of sound filmstrips in-center or out-of-center. Use tended to be frequent with most of the responses either daily or weekly. Approximately half of the elementary library media specialists thought that use of this media type would increase both in the center and out of the center.

Junior High and Senior High. Both junior high and senior high school library media specialists reported heavy use of sound filmstrips. Out-of-center use was more frequent than use in the library media center. Senior high library media specialists almost unanimously predicted an increase in use of sound filmstrips both in- and out-of-center. Half of the junior high library media specialists felt that in-center use would increase while the other half projected no change in use. Three-fourths of the junior high library media specialists predicted an increase in out-of-center use.

Table 27: Library Media Specialists' Estimates of In-Center Use of Sound Filmstrips

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	47	27	13	7	7
Junior High	8	38	13	38	0	13
Senior High	7	43	29	29	0	0
All Levels	30	43	23	23	3	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	47	53	0
Junior High	8	50	50	0
Senior High	7	86	14	0
All Levels	30	57	43	0

Table 28: Library Media Specialists' Estimates of Out-of-Center Use of Sound Filmstrips

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	67	20	7	0	7
Junior High	8	75	13	0	0	13
Senior High	7	100	0	0	0	0
All Levels	30	77	13	3	0	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	47	53	0
Junior High	8	75	25	0
Senior High	7	100	0	0
All Levels	30	67	33	0

Slides (See Tables 29 and 30)

Elementary. Slides were used in 87 percent of the 15 elementary schools, although in 13 percent of those schools use was confined to outside the library media center. In-center use was infrequent in 53 percent of the schools and occasional in the remainder. Out-of-center use was generally occasional or infrequent, although 13 percent of the library media specialists said that slides were used weekly outside the center. Forty percent of the elementary library media specialists projected that use of slides would increase both in- and out-of-center.

Junior High and Senior High. Use of slides in secondary schools occurs more often out of the library media center than in the center. No school reported more than occasional use of slides in the library media center. Out-of-center use was evenly distributed across the frequency scale used in the study. No decrease in use was projected by the secondary library media specialists. Thirty-three percent of the junior high library media specialists and slightly more than half of the senior high library media specialists predicted increased use of slides both in- and out-of-center.

Table 29: Library Media Specialists' Estimates
of In-Center Use of Slides

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	20	53	27
Junior High	8	0	0	38	50	13
Senior High	7	0	0	14	57	29
All Levels	30	0	0	23	53	23

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	40	60	0
Junior High	8	25	75	0
Senior High	7	57	38	0
All Levels	30	40	60	0

Table 30: Library Media Specialists' Estimates
of Out-of-Center Use of Slides

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	13	33	40	13
Junior High	8	25	25	25	13	13
Senior High	7	43	14	29	14	0
All Levels	30	17	17	30	27	10

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	40	60	0
Junior High	8	25	75	0
Senior High	7	57	43	0
All Levels	30	40	60	0

Slide//Audiotapes (See Tables 31 and 32)

Elementary. Slide/audiotape presentations are used occasionally or infrequently in-center in half of the elementary schools and out-of-center in 60 percent of the elementary schools. One-third of the library media specialists predicted an increase in the use of this media type, while 60 percent projected no change in use. However, 7 percent of the elementary library media specialists thought that use would decrease, citing the difficulties in producing this media locally.

Junior High and Senior High. Both in- and out-of-center use was scattered, generally, across the frequency scale. Projections of future use split evenly between an increase and no change.

Table 31: Library Media Specialists' Estimates of In-Center Use of Slide/Audiotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - - - Percent - - - - - - - - - - -				
Elementary	15	0	0	27	20	53
Junior High	8	0	25	38	0	38
Senior High	7	0	14	29	29	29
All Levels	30	0	10	30	17	43

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - - Percent - - - - - -		
Elementary	15	33	60	7
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	40	57	3

Table 32: Library Media Specialists' Estimates of Out-of-Center Use of Slide/Audiotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - - - Percent - - - - - - - - - - -				
Elementary	15	0	0	40	20	40
Junior High	8	13	25	25	13	25
Senior High	7	29	29	29	0	14
All Levels	30	10	13	33	13	30

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - - Percent - - - - - -		
Elementary	15	33	60	7
Junior High	8	50	50	0
Senior High	7	57	43	0
All Levels	30	43	53	3

Overhead Transparencies (See Tables 33 and 34)

Elementary. Overhead transparencies were used in every elementary school; in 20 percent of the schools, however, there was no use of this media type in the library media center. Use in the library media center was not as frequent as use outside the center. Half of the library media specialists reported occasional use inside the center. Seventy-three percent of the library media specialists reported daily or weekly use outside the center. No decrease in use was projected. The majority of elementary library media specialists felt that use would remain the same although an increase was predicted by 27 percent for in-center use and 40 percent for out-of-center use.

Junior High and Senior High. Use of overhead transparencies in secondary schools was consistently higher out-of-center than in-center. Two-thirds of the library media specialists reported little or no use in the library media center. No decrease in use was predicted. Senior high library media specialists projected increases in use while junior high library media specialists generally felt that use would remain constant.

Table 33: Library Media Specialists' Estimates of In-Center Use of Overhead Transparencies

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	13	47	20	20
Junior High	8	0	13	25	38	25
Senior High	7	14	14	14	43	14
All Levels	30	3	13	33	30	17

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	27	73	0
Junior High	8	13	88	0
Senior High	7	57	43	0
All Levels	30	30	70	0

Table 34: Library Media Specialists' Estimates of Out-of-Center Use of Overhead Transparencies

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	33	40	27	0	0
Junior High	8	50	25	13	0	13
Senior High	7	57	14	14	0	14
All Levels	30	43	30	20	0	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	40	60	0
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	43	57	0

Microfiche (See Tables 35 and 36)

Elementary. No use recorded.

Junior High and Senior High. Microfiche was not in use in any of the junior high schools; however, 13 percent of the library media specialists thought that with new equipment expected use in that school would change.

Microfiche was in use in 13 percent of the senior high schools. Twenty-five percent of the senior high schools predicted an increase in use; both were not users of microfiche at the time of the study.

Table 35: Library Media Specialists' Estimates of In-Center Use of Microfiche

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	14	0	0	86
All Levels	30	0	3	0	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	10	90	0

Table 36: Library Media Specialists' Estimates of Out-of-Center Use of Microfiche

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	14	0	86
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Microfilm (See Tables 37 and 38)

Elementary. No use recorded.

Junior High and Senior High. No use of microfilm in junior high schools was reported. Fifty-seven percent of the senior high library media specialists indicated daily use and one indicated infrequent use of microfilm in-center. Twenty-five percent of the library media specialists said that microfilm was used occasionally out-of-center. An increase in in-center use of microfilm was predicted by 57 percent of the senior high library media specialists. All other use of microfilm at the secondary level was projected to remain the same.

Table 37: Library Media Specialists' Estimates of In-Center Use of Microfilm

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	57	0	0	14	29
All Levels	30	13	0	0	3	83

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	57	43	0
All Levels	30	13	87	0

Table 38: Library Media Specialists' Estimates of Out-of-Center Use of Microfilm

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	29	0	71
All Levels	30	0	0	7	0	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Recorded Videotapes (See Tables 39 and 40)

Elementary. Half of the elementary schools used recorded videotapes both in the library media center and out of the center. Seven percent used videotapes outside the center but reported no in-center use. Use was divided in frequency, although the majority of the library media specialists who reported use said that it was occasional or infrequent. Eighty percent of the elementary school library media specialists projected no change in the use of recorded videotapes; the remaining 20 percent predicted an increase in use.

Junior High and Senior High. Half of the junior high library media specialists reported no in-center use of recorded videotapes. Thirteen percent reported daily use; the remainder of the use was occasional or infrequent. Twenty-five percent of the library media specialists projected an increase in use of videotapes, including the one who reported daily use. Out-of-center use of videotapes in junior high schools was greater than in-center use. One quarter reported no use, and one-quarter reported infrequent use. Over one-third of the library media specialists projected that use would increase.

Senior high library media specialists reported in-center use that was evenly distributed among the frequency categories. Twenty-nine percent reported no current use and projected no future use in-center. The other library media specialists predicted increases in in-center use. All senior high library media specialists registered use of recorded videotapes out-of-center; 57 percent of the use was daily or weekly. Almost three-fourths of the library media specialists projected an increase in out-of-center use.

Table 39: Library Media Specialists' Estimates of In-Center Use of Recorded Videotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	13	7	13	20	47
Junior High	8	13	0	25	13	50
Senior High	7	14	29	14	14	29
All Levels	30	13	10	17	17	43

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	25	75	0
Senior High	7	71	29	0
All Levels	30	33	67	0

Table 40: Library Media Specialists' Estimates of Out-of-Center Use of Recorded Videotapes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	7	7	27	53
Junior High	8	25	13	13	25	25
Senior High	7	29	29	43	0	0
All Levels	30	17	13	37	20	33

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	38	63	0
Senior High	7	71	29	0
All Levels	30	37	63	0

Kits (See Tables 41 and 42)

Elementary. Kits were used in the library media centers of 73 percent of the elementary schools and out of the center in 93 percent of the schools. In-center use of kits tended to be occasional or infrequent whereas out-of-center use tended to be daily or weekly. While no change was predicted in the use of kits by the majority of the elementary library media specialists, 33 percent projected an increase in in-center use and 40 percent in out-of-center use.

Junior High and Senior High. With the exception of 25 percent of the schools that reported daily and weekly use, kits are generally used occasionally, if at all, in junior high schools. Half of the schools reported that kits were not used either in-center or out-of-center. One library media specialist projected an increase in the use of kits, but the majority of library media specialists foresaw no change.

Kits were used slightly more in the senior high schools than in the junior high schools. Senior high library media specialists also more often projected an increase in the use of kits in the schools.

Table 41: Library Media Specialists' Estimates of In-Center Use of Kits

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	13	7	27	27	27
Junior High	8	13	0	25	13	50
Senior High	7	29	14	14	0	43
All Levels	30	17	7	23	17	37

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	33	67	0
Junior High	8	13	88	0
Senior High	7	57	43	0
All Levels	30	33	67	0

Table 42: Library Media Specialists' Estimates of Out-of-Center Use of Kits

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	40	13	27	13	7
Junior High	8	0	13	38	0	50
Senior High	7	43	0	14	0	43
All Levels	30	30	10	27	7	27

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	40	60	0
Junior High	8	13	88	0
Senior High	7	71	29	0
All Levels	30	40	60	0

Art Prints/Study Prints (See Tables 43 and 44)

Elementary. Art prints/study prints were used in most of the elementary schools. The use in-center in half of the schools was characterized as occasional. Out-of-center use on either a daily or a weekly basis was reported in two-thirds of the elementary schools. One-fifth of the library media specialists projected an increase in use both in the library media center and outside; the remainder of the library media specialists did not project any change in use.

Junior High and Senior High. Use of art prints/study prints in the library media center was reported by 60 percent of the secondary schools with the majority of that use registered as occasional. Only 14 percent of the junior high schools did not use art prints/study prints outside the library media center. Use out-of-center was evenly distributed between weekly and occasional. One library media specialist projected a decrease in use of this media type. Generally use was projected to remain constant or increase.

Table 43: Library Media Specialists' Estimates of In-Center Use of Art Prints/Study Prints

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	13	47	20	13
Junior High	8	0	13	50	0	38
Senior High	7	0	14	29	14	43
All Levels	30	3	13	43	13	27

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	13	88	0
Senior High	7	43	57	0
All Levels	30	23	77	0

Table 44: Library Media Specialists' Estimates of Out-of-Center Use of Art Prints/Study Prints

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	27	40	27	0	7
Junior High	8	0	38	38	13	13
Senior High	7	0	43	57	0	0
All Levels	30	13	40	37	3	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decreas
		Percent		
Elementary	15	20	80	0
Junior High	8	25	68	13
Senior High	7	57	43	0
All Levels	30	30	67	3

Games/Simulations (See Tables 45 and 46)

Elementary. Games/simulations were used in-center in 67 percent of the elementary schools and out-of-center in 80 percent of the schools. In-center use was evenly distributed in frequency, while half of the recorded out-of-center use was daily. One-third of the library media specialists projected an increase in in-center use of this media type; half projected an increase in out-of-center use. No decrease in use was foreseen.

Junior High and Senior High. In-center use of games/simulations was reported by 40 percent of the library media specialists. This use was frequent, all in the daily or weekly categories. Two-thirds of the secondary schools reported out-of-center use, with the frequency scattered along the scale in use. No decrease in the use of this media type was projected. Generally use was thought to be likely to remain constant.

Table 45: Library Media Specialists' Estimates of In-Center Use of Games/Simulations

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	13	20	20	13	33
Junior High	8	25	25	0	0	50
Senior High	7	0	29	0	0	71
All Levels	30	13	23	10	7	47

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	33	67	0
Junior High	8	25	75	0
Senior High	7	14	86	0
All Levels	30	27	73	0

Table 46: Library Media Specialists' Estimates of Out-of-Center Use of Games/Simulations

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	40	13	13	13	20
Junior High	8	25	0	25	13	38
Senior High	7	0	14	43	14	29
All Levels	30	27	10	23	13	27

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	47	53	0
Junior High	8	25	75	0
Senior High	7	29	71	0
All Levels	30	37	63	0

Other Three-Dimensional Materials (See Tables 47 and 48)

Elementary. This media type was used in 73 percent of the elementary schools. Fifty-three percent of the schools reported occasional or infrequent use. Seven percent reported daily use of three-dimensional materials outside the library media center. An increase in use was projected by 20 percent of the library media specialists for in-center use and by 33 percent of the library media specialists for out-of-center use. Otherwise use was thought to be likely to remain the same.

Junior High and Senior High. Fourteen percent of the senior high schools used other three-dimensional materials on an infrequent basis in the library media center. One-fourth of the junior high and 14 percent of the senior high library media specialists reported daily or weekly out-of-center use. No other use of this media type in the secondary schools was reported. Seven percent thought that use would increase; the remainder of the library media specialists projected no change in use.

Table 47: Library Media Specialists' Estimates of In-Center Use of Other 3-Dimensional Materials

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	20	20	33	27
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	14	86
All Levels	30	0	10	10	20	60

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	20	80	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	13	87	0

Table 48: Library Media Specialists' Estimates of Out-of-Center Use of Other 3-Dimensional Materials

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	7	13	47	7	27
Junior High	8	25	0	0	0	75
Senior High	7	0	14	0	14	71
All Levels	30	10	10	23	7	50

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	33	67	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	20	80	0

Computer Assisted Instruction

Elementary. No use reported.

Junior High and Senior High. No use reported.

Printed Programmed Materials (See Tables 49 and 50)

Elementary. In 7 percent of the elementary schools printed programmed materials were used daily in the library media center. Twenty-seven percent of the library media specialists reported the use of the materials outside the center, with the frequency evenly distributed. No change in the use patterns was projected.

Junior High and Senior High. Twenty percent of the secondary schools used printed programmed materials in the library media center. One-third of the schools used the materials outside the library media center. Generally use was infrequent or occasional; however, 13 percent of the daily use outside the library media center was recorded. Use was felt to be likely to remain the same.

Table 49: Library Media Specialists' Estimates of In-Center Use of Printed Programmed Materials

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	7	0	0	0	93
Junior High	8	0	0	0	25	75
Senior High	7	0	0	0	14	86
All Levels	30	3	0	0	10	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	3	93	0

Table 50: Library Media Specialists' Estimates of Out-of-Center Use of Printed Programmed Materials

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	7	7	7	7	73
Junior High	8	13	0	27	0	63
Senior High	7	14	0	0	14	71
All Levels	30	10	3	10	7	70

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	3	97	0

CHAPTER 4

Use of Media Equipment:
Library Media Specialists' Responses

The response of library media specialists to questions concerning the current use of media equipment and any anticipated changes in that use are presented in this chapter.

As explained in greater detail on page 47, library media specialists were asked to characterize current use of media equipment. Responses were registered on a four point scale: (1) Daily on the average; (2) Weekly on the average; (3) Occasionally, once or twice a month, several times a year, intermittently; (4) Infrequently, once or twice a year, seldom, rarely. A "no" response could also be registered by failing to choose one of the four responses.

The library media specialists were also asked to project the direction of future use for each equipment item. Responses were registered on a three point scale: (1) Use will increase; (2) Use will remain the same; (3) Use will decrease.

Tables 51 through 134 contain the results of the survey of use of media equipment. The data presented in these tables is summarized in Chapter 8.

Reel Audiotape Recorders (See Tables 51 and 52)

Elementary. Reel audiotape recorders were used in 73 percent of the elementary schools in the library media centers and in 93 percent outside the library media center. Approximately half of the recorded use was in the occasional and infrequent categories. Thirteen percent of the library media specialists thought that use of this equipment would decrease in the center. No decrease was forecast for out-of-center use. Generally, use was thought to be likely to remain at a constant level.

Junior High and Senior High. Twenty-five percent of the junior high library media specialists reported daily or weekly use in-center; 50 percent reported infrequent or no use. The 13 percent of the library media specialists who reported daily use thought use would increase, while the 13 percent who reported occasional use projected a decrease in use.

Over half of the senior high library media specialists reported daily or weekly use of reel audiotape recorders. All the senior high schools had some use of the equipment. Almost half of the library media specialists felt that use would increase, while the other half foresaw no change in use.

Table 51: Library Media Specialists' Estimates of In-Center Use of Reel Audiotape Recorders

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	13	20	13	27	27
Junior High	8	13	13	25	25	25
Senior High	7	43	14	29	14	0
All Levels	30	20	17	20	23	20

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	7	80	13
Junior High	8	13	75	13
Senior High	7	43	57	0
All Levels	30	17	73	10

Table 52: Library Media Specialists' Estimates of Out-of-Center Use of Reel Audiotape Recorders

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	13	27	20	33	7
Junior High	8	13	38	25	13	13
Senior High	7	43	29	29	0	0
All Levels	30	20	30	23	20	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	13	87	0
Junior High	8	13	75	13
Senior High	7	29	57	14
All Levels	30	17	77	7

Cassette Audiotape Recorders (See Tables 53 and 54)

Elementary: Cassette audiotape recorders were used in all but 7 percent of the elementary schools. Eighty-seven percent of the library media specialists said that use was daily or weekly. The use of this equipment was thought likely to increase; two-thirds projected an increase in in-center use and 73 percent predicted an increase in out-of-center use. No decrease in use was thought to be likely to occur.

Junior High and Senior High: All but 7 percent of the secondary schools used cassette audiotape recorders in the library media center. Approximately one-half of the recorded use was daily or weekly. An increase in use was projected by half of the junior high library media specialists and by approximately 70 percent of the senior high library media specialists. The use of this equipment out-of-center was also frequent. All but one school reported the use of cassette audiotape recorders outside the library media center. Daily or weekly use was reported in every other school. This use was also thought likely to increase by a majority of the library media specialists.

Table 53: Library Media Specialists' Estimates of In-Center Use of Cassette Audiotape Recorders

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	40	47	0	7	7
Junior High	8	50	13	25	0	13
Senior High	7	57	29	14	0	0
All Levels	30	47	33	10	3	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	67	33	0
Junior High	8	50	50	0
Senior High	7	71	29	0
All Levels	30	63	37	0

Table 54: Library Media Specialists' Estimates of Out-of-Center Use of Cassette Audiotape Recorders

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	73	13	7	0	7
Junior High	8	63	25	0	0	13
Senior High	7	86	14	0	0	0
All Levels	30	73	17	3	0	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	73	27	0
Junior High	8	50	50	0
Senior High	7	71	29	0
All Levels	30	67	33	0

Radio Receivers (See Tables 55 and 56)

Elementary. Seven percent of the schools reported infrequent use of radio receivers in the media center and 13 percent of the schools used this equipment occasionally or infrequently outside the center. No change was projected in these use patterns.

Junior High and Senior High. Most schools did not use radio receivers. A notable exception was one (14 percent) senior high school that had carrels in the library media center equipped with radios and headsets. These were quite popular and were used daily. An increase in the use of these carrels was projected by the library media specialists. Other than this, 25 percent of the junior high schools and 29 percent of the senior high schools used radios occasionally or infrequently in the library media center. One fourth of the junior high schools and 14 percent of the senior high schools used the equipment out-of-center occasionally or infrequently. All library media specialists other than the one mentioned above projected no change in the use of this equipment.

Table 55: Library Media Specialists' Estimates of In-Center Use of Radio Receivers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	7	93
Junior High	8	0	0	13	13	75
Senior High	7	14	0	29	0	57
All Levels	30	3	0	10	7	80

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Table 56: Library Media Specialists' Estimates of Out-of-Center Use of Radio Receivers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	7	7	87
Junior High	8	0	0	13	13	75
Senior High	7	0	0	14	0	86
All Levels	30	0	0	10	7	83

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Filmstrip Viewers (See Tables 57 and 58)

Elementary. Filmstrip viewers were in use in 93 percent of the elementary schools in the survey sample. Use in the library media center was slightly more frequent than out-of-center use. The library media specialists were divided in their projections of future use. Slightly more saw an increase in in-center use than saw an increase in out-of-center use. No decrease in use was projected.

Junior high and Senior high. Approximately half of the secondary schools used filmstrip viewers in-center on a daily basis. Thirteen percent did not use the equipment at all. Thirty-eight percent of the junior high library media specialists and 71 percent of the senior high library media specialists expected an increase in use. No decrease in in-center use was expected.

Junior high use of filmstrip viewers out of the library media center was almost the same as the use in the center. The equipment was not used as much out-of-center at the senior high level. An increase in use was projected by 38 percent of the junior high library media specialists and by 57 percent of the senior high library media specialists.

Table 57: Library Media Specialists' Estimates of In-Center Use of Filmstrip Viewers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	73	13	0	7	7
Junior High	8	50	13	25	0	13
Senior High	7	43	14	29	0	14
All Levels	30	60	13	13	3	10

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	47	53	0
Junior High	8	38	63	0
Senior High	7	71	29	0
All Levels	30	50	50	0

Table 58: Library Media Specialists' Estimates of Out-of-Center Use of Filmstrip Viewers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	67	20	7	0	7
Junior High	8	50	25	13	0	13
Senior High	7	29	29	14	0	29
All Levels	30	53	23	10	0	13

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	40	60	0
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	43	57	0

Slide Viewers (See Tables 59 and 60)

Elementary. Slide viewers were used in 53 percent of the elementary schools. Use generally was occasional or infrequent both in- and out-of-center. While 80 percent of the library media specialists did not project any change in the use of slide viewers, 20 percent did feel that there would be an increase.

Junior High and Senior High. At the junior high level schools either used slide viewers quite frequently or they seldom used them. Thirty-eight percent of the junior high library media specialists reported daily or weekly use; the remainder used them infrequently or never. The school that reported daily use also expected use to increase, while the other projections were for no change to occur.

Slide viewers were not used as frequently in senior high schools as in junior high schools. None of the schools had daily use. The equipment was used weekly in 14 percent of the schools, both in-center and out-of-center. While 29 percent of the senior high library media specialists expected use to increase, the other 71 percent foresaw no change in use.

Table 59: Library Media Specialists' Estimates of In-Center Use of Slide Viewers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	13	33	47
Junior High	8	13	25	0	38	25
Senior High	7	0	14	43	0	43
All Levels	30	3	13	17	27	40

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	20	80	0

Table 60: Library Media Specialists' Estimates of Out-of-Center Use of Slide Viewers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	13	7	33	47
Junior High	8	25	13	13	25	25
Senior High	7	0	14	29	0	57
All Levels	30	7	13	13	23	43

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	25	75	0
Senior High	7	29	71	0
All Levels	30	23	77	0

Overhead Projectors (See Tables 61 and 62)

Elementary. This equipment was used in 93 percent of the 15 elementary schools, although there was no in-center use in 79 percent of the schools. In-center use tended to be weekly or occasional, while out-of-center use was daily or weekly. Forty percent of the responses indicated an increase in the use of this equipment. No decrease was projected.

Junior High and Senior High. Overhead projectors were not used regularly in the library media centers; 47 percent used it occasionally or infrequently. Out-of-center use was much higher. Eighty-seven percent of the library media specialists reported daily use. Senior high library media specialists were more apt to predict an increase in the use of overhead projectors both in- and out-of-center than were junior high library media specialists. No decrease was projected.

Table 61: Library Media Specialists' Estimates of In-Center Use of Overhead Projectors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	33	40	7	13
Junior High	8	13	13	38	0	38
Senior High	7	0	14	0	29	29
All Levels	30	10	60	37	10	23

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	33	67	0
Junior High	8	13	88	0
Senior High	7	57	43	0
All Levels	30	33	67	0

Table 62: Library Media Specialists' Estimates of Out-of-Center Use of Overhead Projectors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	60	27	7	0	7
Junior High	8	88	0	0	0	13
Senior High	7	86	0	14	0	0
All Levels	30	73	13	7	0	7

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	47	53	0
Junior High	8	25	75	0
Senior High	7	57	43	0
All Levels	30	43	57	0

Opaque Projectors (See Tables 63 and 64)

Elementary. The opaque projector was used at least weekly in almost half of the elementary schools both in the library media center and outside it. Only 13 percent of the elementary schools did not use this piece of equipment. Generally use was thought to be likely to remain constant.

Junior High and Senior High. Eighty-eight percent of the eight junior high schools used the opaque projector. Over half of the in-center use was daily while almost half of the out-of-center use was daily. Use in the senior high schools was not quite so frequent, although all those schools used the opaque projector. No decrease in the use of the item was foreseen. Two-thirds of the responses indicated no change in the use of the opaque projector.

Table 63: Library Media Specialists' Estimates of In-Center Use of Opaque Projectors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - - -	Percent	- - - - - - - - - - -		
Elementary	15	27	13	27	20	13
Junior High	8	50	13	13	13	13
Senior High	7	0	43	29	14	14
All Levels	30	27	20	23	17	13

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	13	87	0
Junior High	8	13	88	0
Senior High	7	43	57	0
All Levels	30	20	80	0

Table 64: Library Media Specialists' Estimates of Out-of-Center Use of Opaque Projectors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - - -	Percent	- - - - - - - - - - -		
Elementary	15	27	20	33	7	13
Junior High	8	38	13	25	13	13
Senior High	7	14	57	14	14	0
All Levels	30	27	27	27	10	10

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	13	87	0
Junior High	8	25	75	0
Senior High	7	57	43	0
All Levels	30	27	73	0

Microform Reader/Printers (See Tables 65 and 66)

Elementary. No use recorded.

Junior High and Senior High. None of the junior high media specialists reported any use of the microform reader/printer; none projected any future use.

Forty-three percent of the senior high school library media specialists said that the equipment was used daily in the library media center and that use was expected to increase. The remaining 57 percent did not use this equipment and did not expect to do so. Fourteen percent had infrequent use of the reader/printer out of the center. No change was projected in the level of that use.

Table 65: Library Media Specialists' Estimates of In-Center Use of Microform Reader/Printers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	43	0	0	0	57
All Levels	30	10	0	0	0	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	43	57	0
All Levels	30	10	90	0

Table 66: Library Media Specialists' Estimates of Out-of-Center Use of Microform Reader/Printers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	14	86
All Levels	30	0	0	0	3	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Television Receiver/Monitors (See Tables 67 and 68)

Elementary. Television receivers/monitors were in use in 73 percent of the 15 elementary schools. Slightly more use was recorded outside the library media center than in it, although use was generally distributed over the frequency scale. Seven percent of the elementary school library media specialists projected a decrease in the use of this equipment for in-center use. Half of the library media specialists projected that out-of-center use would remain the same, while the other half predicted an increase in use. The majority of library media specialists felt that in-center use would not change.

Junior High and Senior High. Use of television receivers/monitors at the junior high level was split, but generally use was increasing. Thirty-eight percent of the schools used the equipment daily or weekly; another 38 percent used it infrequently or never. Half of the schools, including 13 percent which reported infrequent use, thought that use would increase. Out-of-center use was slightly higher. Fifty percent of the schools reported daily or weekly use. Only 13 percent reported no use of this equipment. Half of the library media specialists thought that out-of-center use would increase.

Senior high use in-center of television receivers/monitors was greater than use at the junior high level; a greater percentage of library media specialists at the senior high level also thought that use would increase. Fifty-seven percent of the senior high library media specialists reported daily or weekly use out of the center, and 71 percent thought that use would increase. All the senior high schools had use out-of-center at least infrequently; 43 percent reported daily or weekly use. Five senior high library media specialists thought that use would increase.

Table 67: Library Media Specialists' Estimates of In-Center Use of Television Receiver/Monitors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	20	7	13	40	33
Junior High	8	13	25	25	13	25
Senior High	7	29	29	29	0	14
All Levels	30	20	17	20	17	27

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	33	60	7
Junior High	8	50	50	0
Senior High	7	71	29	0
All Levels	30	47	50	3

Table 68: Library Media Specialists' Estimates of Out-of-Center Use of Television Receiver/Monitors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	27	13	20	13	27
Junior High	8	13	38	13	25	13
Senior High	7	29	14	43	14	0
All Levels	30	23	20	23	17	17

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	47	53	0
Junior High	8	50	50	0
Senior High	7	71	29	0
All Levels	30	53	47	0

Videotape Recorders (Battery Power) (See Tables 69 and 70)

Elementary. Seven percent of the schools had occasional use of this equipment both in the library media center and outside it. This use of the equipment was projected to increase.

Junior High and Senior High. Thirteen percent of the junior highs and 29 percent of the senior highs used the battery powered videotape recorder in the library media center and elsewhere. The schools using the equipment generally felt that use would increase, while the other schools did not anticipate any future use of this equipment.

Table 69: Library Media Specialists' Estimates of In-Center Use of Videotape Recorders (Battery Power)

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	7	0	93
Junior High	8	13	0	0	0	88
Senior High	7	0	29	0	0	71
All Levels	30	3	7	3	0	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	7	93	0
Junior High	8	13	88	0
Senior High	7	14	86	0
All Levels	30	10	90	0

Table 70: Library Media Specialists' Estimates of Out-of-Center Use of Videotape Recorders (Battery Power)

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	7	0	93
Junior High	8	13	0	0	0	88
Senior High	7	0	29	0	0	71
All Levels	30	3	7	3	0	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	7	93	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	13	87	0

Videotape Recorders (External Power) (See Tables 71 and 72)

Elementary. More elementary schools used this type of videotape recorder than the battery-powered mode. Twenty-seven percent of the schools used the equipment in the library media center, and 33 percent used it outside the center. Frequency of use was scattered. Thirteen percent of the library media specialists predicted increases in overall use of this equipment item; the remainder projected no change.

Junior High and Senior High. Half of the junior high library media specialists reported weekly in-center use of this equipment. The other half of the schools reported infrequent or no use. None of the media specialists expected use to change either in-or out-of-center. Half of the schools used this equipment out-of-center.

Forty-three percent of the senior high media specialists reported daily or weekly use of this equipment in the library media center. Twenty-nine percent reported weekly use out-of-center. Out-of-center use was projected to rise by half of the senior high library media specialists, while in-center use was thought to be likely to remain constant.

Table 71: Library Media Specialists' Estimates of In-Center Use of Videotape Recorders (External Power)

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	0	7	13	73
Junior High	8	0	50	0	13	38
Senior High	7	29	14	29	14	14
All Levels	30	10	17	10	13	50

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	0	100	0
Senior High	7	29	71	0
All Levels	30	13	87	0

Table 72: Library Media Specialists' Estimates of Out-of-Center Use of Videotape Recorders (External Power)

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	7	20	0	67
Junior High	8	25	13	25	0	38
Senior High	7	0	29	43	14	14
All Levels	30	10	13	27	3	47

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	0	100	0
Senior High	7	57	43	0
All Levels	30	20	80	0

Studio Videotape Recorders (See Tables 73 and 74)

Elementary. Seven percent of the elementary schools used a studio videotape recorder. In the library media center it was used daily; out-of-center use was occasional. No change was projected in this use.

Junior High and Senior High. Thirteen percent of the junior high schools used the studio videotape recorder infrequently outside the library media center. Twenty-nine percent of the senior high schools used the equipment daily in-center. Fourteen percent of the senior high library media specialists predicted that this use would increase, while no change was predicted by the remainder of the library media specialists.

Table 73: Library Media Specialists' Estimates of In-Center Use of Studio Videotape Recorders

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	0	0	0	93
Junior High	8	0	0	0	0	100
Senior High	7	29	0	0	0	71
All Levels	30	10	0	0	0	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Table 74: Library Media Specialists' Estimates of Out-of-Center Use of Studio Videotape Recorders

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	7	0	93
Junior High	8	0	0	0	13	88
Senior High	7	0	0	0	0	100
All Levels	30	0	0	3	3	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Television Projectors (See Tables 75 and 76)

Elementary. No use reported.

Junior High and Senior High. Seven percent of the library media specialists reported the use of a television projector occasionally outside the media center. This use was expected to increase. All other library media specialists projected no change in the current pattern.

Table 75: Library Media Specialists' Estimates of In-Center Use of Television Projectors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	0	100
All Levels	30	0	0	0	0	100

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 76: Library Media Specialists' Estimates of Out-of-Center Use of Television Projectors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	14	0	86
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Dial Access (See Tables 77 and 78)

Elementary. No use reported.

Junior High and Senior High. No use in junior high schools was reported. Twenty-nine percent of the senior high schools used dial access in the library media center on a frequent basis, while 14 percent used it out-of-center occasionally. Fourteen percent of the senior high library media specialists saw a decrease in this use in-center. Generally use was thought to remain constant, although 14 percent of the library media specialists did project an increase in use both in the library media center and outside it.

Table 77: Library Media Specialists' Estimates of In-Center Use of Dial Access

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	14	14	0	0	71
All Levels	30	3	3	0	0	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	71	14
All Levels	30	3	93	3

Table 78: Library Media Specialists' Estimates of Out-of-Center Use of Dial Access

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	14	0	86
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Computer Terminals (See Tables 78 and 80)

Elementary. No use reported.

Junior High and Senior High. No in-center use was recorded. In 13 percent of junior high schools and 29 percent of senior high schools computer terminals were used outside the library media center; the junior high use and half of the senior high use was daily. All library media specialists in the schools where the terminals were used expected the use to increase.

Table 79: Library Media Specialists' Estimates of In-Center Use of Computer Terminals

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	0	100
All Levels	30	0	0	0	0	100

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 80: Library Media Specialists' Estimates of Out-of-Center Use of Computer Terminals

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	13	0	0	0	88
Senior High	7	14	0	14	0	71
All Levels	30	7	0	3	0	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	10	90	0

Teaching Machines (See Tables 81 and 82)

Elementary. In 7 percent of the schools teaching machines were used in the library media center on a daily basis; there was no other in-center use of this equipment. One-fifth of the schools used teaching machines out-of-center on a weekly or occasional basis. Use was projected to remain the same.

Junior High and Senior High. Teaching machines were used more frequently out-of-center than in-center; a majority of the secondary schools did not use the machines at all. Thirteen percent of the junior high schools and fourteen percent of the senior high schools used teaching machines infrequently in-center. Teahcing machines were used out-of-center in 38 percent of the junior highs and 29 percent of the senior highs. No changes in use patterns were projected.

Table 81: Library Media Specialists' Estimates of In-Center Use of Teaching Machines

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - -	- - - -	- Percent -	- - - -	- - - -
Elementary	15	7	0	0	0	93
Junior High	8	0	0	0	13	88
Senior High	7	0	0	0	14	86
All Levels	30	3	0	0	7	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - -	Percent	- - -
Elementary	15	7	93	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	3	97	0

Table 82: Library Media Specialists' Estimates of Out-of-Center Use of Teaching Machines

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - -	- - - -	- Percent -	- - - -	- - - -
Elementary	15	0	7	13	0	90
Junior High	8	0	13	13	13	63
Senior High	7	14	0	0	14	71
All Levels	30	3	7	10	7	73

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - -	Percent	- - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Thermal Copiers (See Tables 83 and 84)

Elementary. Thermal copiers were used heavily in elementary schools. Daily or weekly use of the equipment in-center occurred in 27 percent of the schools; 80 percent had daily or weekly use out-of-center. No changes were expected in the use.

Junior High and Senior High. In 75 percent of the junior high schools and 57 percent of the senior high schools, the thermal copier was used daily in the library media center. Out-of-center use was not reported to be quite that high. In-center use was projected to increase, while no change was predicted for use outside the library media center.

Table 83: Library Media Specialists' Estimates of In-Center Use of Thermal Copiers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - -	- - - -	Percent	- - - - - -	- - - -
Elementary	15	20	7	0	0	73
Junior High	8	75	0	0	0	25
Senior High	7	57	0	14	0	29
All Levels	30	43	3	3	0	50

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	25	75	0
Senior High	7	57	43	0
All Levels	30	20	80	0

Table 84: Library Media Specialists' Estimates of Out-of-Center Use of Thermal Copiers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - -	- - - -	Percent	- - - - - -	- - - -
Elementary	15	53	27	7	0	13
Junior High	8	13	0	0	13	75
Senior High	7	14	14	0	0	71
All Levels	30	33	17	3	3	43

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	13	87	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	17	83	0

Diazo Printers (See Tables 85 and 86)

Elementary. No use reported.

Junior High and Senior High. Twenty percent of the schools reported use of this production equipment on a weekly to infrequent basis. No changes were projected in the use.

Table 85: Library Media Specialists' Estimates of In-Center Use of Diazo Printers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	0	0	15
Junior High	8	0	0	0	13	88
Senior High	7	0	14	14	0	71
All Levels	30	0	3	3	3	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 86: Library Media Specialists' Estimates of Out-of-Center Use of Diazo Printers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	14	0	0	86
All Levels	30	0	3	0	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Primary Typewriters (See Tables 87 and 88)

Elementary. In-center use of the primary typewriter occurred in one-third of the elementary schools, while out-of-center use was found in two-thirds of the schools. Out-of-center use tended to be frequent, either daily or weekly. No changes in the use patterns were projected.

Junior High and Senior High. In those junior high schools where primary typewriters were used in-center, they were used regularly. The library media specialists in two schools in which the equipment was used frequently projected an increase in in-center use; no other changes in in-center use were projected. Out-of-center use was not as high as in-center use. No changes were predicted.

Out-of-center use of primary typewriters was about the same in senior high as in junior high while in-center use was slightly less. Forty-three percent of the senior highs reported weekly use; no use was reported by the remainder of the sample. Generally there was no projection of any change in use patterns.

Table 87: Library Media Specialists' Estimates of In-Center Use of Primary Typewriters

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - -	- - - - - -	Percent	- - - - - -	- - - - - -
Elementary	15	13	0	7	13	67
Junior High	8	25	13	38	0	25
Senior High	7	0	43	0	0	57
All Levels	30	13	13	13	7	53

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	25	75	0
Senior High	7	14	86	0
All Levels	30	10	90	0

Table 88: Library Media Specialists' Estimates of Out-of-Center Use of Primary Typewriters

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - -	- - - - - -	Percent	- - - - - -	- - - - - -
Elementary	15	33	20	13	0	33
Junior High	8	0	25	0	13	63
Senior High	7	0	14	0	14	71
All Levels	30	17	20	7	7	50

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	7	93	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	7	93	0

Light Boxes (See Tables 89 and 90)

Elementary. In 20 percent of the schools the light box was used occasionally in the library media center; out-of-center use occurred occasionally or infrequently in 13 percent of the schools. One library media specialist predicted an increase in this use, but generally no change was projected.

Junior High and Senior High. In 13 percent of the junior high schools and 29 percent of the senior high schools, the light box was used in the library media center with varying frequency. Thirteen percent of the junior highs reported infrequent use out-of-center. No change was predicted except for 13 percent of the junior high library media specialists who predicted an increase in use; no use had been made of the light box in that school to that point.

Table 89: Library Media Specialists' Estimates of In-Center Use of Light Boxes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	20	0	80
Junior High	8	0	0	0	13	88
Senior High	7	14	0	0	14	71
All Levels	30	3	0	10	7	80

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	7	93	0

Table 88: Library Media Specialists' Estimates of Out-of-Center Use of Light Boxes

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	7	7	87
Junior High	8	0	0	0	13	88
Senior High	7	0	0	0	0	100
All Levels	30	0	0	3	7	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	3	97	0

Lettering Devices (See Tables 91 and 92)

Elementary. Infrequent use of a lettering device was reported by 7 percent of the schools for both in-center use and out-of-center use. No changes were projected in use.

Junior High and Senior High. One fourth of the junior high library media specialists and 43 percent of the senior high library media specialists reported in-center use of lettering devices. Out-of-center use at each level was lower. The majority of library media specialists did not foresee any changes in use patterns.

Table 91: Library Media Specialists' Estimates of In-Center Use of Lettering Devices

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	7	93
Junior High	8	0	13	13	0	75
Senior High	7	0	0	14	29	57
All Levels	30	0	3	7	10	80

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	25	75	0
Senior High	7	0	86	14
All Levels	30	7	90	3

Table 92: Library Media Specialists' Estimates of Out-of-Center Use of Lettering Devices

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	7	93
Junior High	8	0	0	0	13	88
Senior High	7	0	14	0	0	86
All Levels	30	0	3	0	7	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Dry Mount Presses (See Tables 93 and 94)

Elementary. Most of the use of the dry mount press was in the media center. Sixty percent of the library media specialists reported in-center use, and 27 percent reported out-of-center use. This was a frequently used item; all recorded use was daily or weekly. There was some slight indication of an increase in in-center use; no change in out-of-center use was predicted.

Junior High and Senior High. Three-fourths of the junior high schools and 57 percent of the senior high schools used the dry mount press at least occasionally in the library media center. More than half of the library media specialists expected in-center use to increase. Out-of-center use was not as great, with 25 percent of the junior high schools and 43 percent of the senior high schools reporting out-of-center use, most of an infrequent nature. Twenty percent of the library media specialists projected that out-of-center use would increase while 80 percent thought no change would occur.

Table 93: Library Media Specialists' Estimates of In-Center Use of Dry Mount Presses

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	33	27	0	0	40
Junior High	8	38	25	13	0	25
Senior High	7	29	14	14	0	43
All Levels	30	33	23	7	0	37

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	50	50	0
Senior High	7	57	43	0
All Levels	30	33	67	0

Table 94: Library Media Specialists' Estimates of Out-of-Center Use of Dry Mount Presses

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	20	0	0	73
Junior High	8	0	0	0	25	75
Senior High	7	0	14	14	14	57
All Levels	30	3	13	3	10	70

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	10	90	0

8mm Motion Picture Cameras (See Tables 95 and 96)

Elementary. Twenty-seven percent of the library media specialists reported in-center use of the 8mm camera; 40 percent reported out-of-center use of the equipment. Most of the use was weekly or infrequent. Seven percent, however, indicated that the camera was used out-of-center on a daily basis. Most library media specialists felt that there would not be any changes in the use patterns, although 20 percent did project an increase in out-of-center use.

Junior High and Senior High. The camera was used intermittently in the library media center at both the junior high and senior high levels. Thirty-eight percent of junior high schools and 29 percent of the senior high schools registered at least occasional use. Twenty-percent of the library media specialists, including one in a junior high where the camera was not being used, felt that use would increase.

Use of the 8mm camera out of the library media center was greater than in-center use. Half of the junior high schools and 71 percent of the senior high schools used the camera at least occasionally. While most library media specialists foresaw no change in use, 27 percent did project an increase.

Table 95: Library Media Specialists' Estimates of In-Center Use of 8mm Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	20	0	73
Junior High	8	0	0	38	0	63
Senior High	7	0	0	14	14	71
All Levels	30	0	3	23	3	70

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	25	75	0
Senior High	7	14	86	0
All Levels	30	17	83	0

Table 96: Library Media Specialists' Estimates of Out-of-Center Use of 8mm Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	7	20	7	60
Junior High	8	0	13	38	0	50
Senior High	7	14	43	14	0	29
All Levels	30	7	17	23	3	50

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	25	75	0
Senior High	7	29	71	0
All Levels	30	23	77	0

16mm Motion Picture Cameras (See Tables 97 and 98)

Elementary. No use reported.

Junior High and Senior High. Thirteen percent of the junior high library media specialists reported infrequent use of the 16mm camera both in- and out-of-center. No change in use was projected. Use in the senior highs was somewhat greater, especially out-of-center. Fourteen percent had weekly in-center use. There was no change projected. Several library media specialists mentioned that the 16mm camera was used out-of-center most frequently by the football program. Weekly use was reported by 14 percent and 29 percent of the schools reported occasional use. Half of the schools reporting occasional use expected out-of-center use to increase.

Table 97: Library Media Specialists' Estimates of In-Center Use of 16mm Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	13	88
Senior High	7	0	14	0	0	86
All Levels	30	0	3	0	3	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 98: Library Media Specialists' Estimates of Out-of-Center Use of 16mm Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	13	88
Senior High	7	0	14	29	0	57
All Levels	30	0	3	7	3	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Rapid Process Cameras (See Tables 99 and 100)

Elementary. Thirteen percent of the schools reported use of the rapid process camera in-center, and 20 percent of the schools said that the camera was used out-of-center. All use was occasional or infrequent. Use generally was projected to stay the same with some slight indication of increase.

Junior High and Senior High. Twenty-five percent of the junior high schools and 29 percent of the senior high schools reported occasional or infrequent use in the library media center. Fourteen percent of the senior high schools expected use to increase. The same percentages of schools used the camera out-of-center with the use being more frequent than in-center use. Again, 14 percent of the senior high schools expected use to increase.

Table 99: Library Media Specialists' Estimates of In-Center Use of Rapid Process Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	7	7	87
Junior High	8	0	0	13	13	75
Senior High	7	0	0	29	0	71
All Levels	30	0	0	13	7	80

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	7	93	0

Table 100: Library Media Specialists' Estimates of Out-of-Center Use of Rapid Process Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	7	13	80
Junior High	8	0	25	0	0	75
Senior High	7	0	14	14	0	71
All Levels	30	0	10	7	7	77

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	0	88	13
Senior High	7	14	86	0
All Levels	30	13	83	3

35mm Cameras (See Tables 101 and 102)

Elementary. The majority of the elementary library media specialists did not report any use of the 35mm camera. Twenty-seven percent indicated that the camera was used in-center on an occasional or infrequent basis. Out-of-center use was slightly greater with 33 percent indicating use. While two library media specialists felt that use would increase both in- and out-of-center, the majority foresaw no change.

Junior High and Senior High. Those schools which used the 35mm camera used it at least occasionally both in- and out-of-center. Fourteen percent of the senior highs reported daily use. Forty-three percent of the senior highs expect use to increase. Out-of-center use was slightly higher. Half of the junior high media specialists reported weekly or occasional use, and 57 percent of the senior high media specialists reported daily or weekly use. Approximately 40 percent of the library media specialists expected use to increase at both levels.

Table 101: Library Media Specialists' Estimates of In-Center Use of 35mm Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	20	7	73
Junior High	8	0	0	38	0	63
Senior High	7	14	0	29	0	57
All Levels	30	3	0	27	3	67

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	13	88	0
Senior High	7	43	57	0
All Levels	30	20	80	0

Table 102: Library Media Specialists' Estimates of Out-of-Center Use of 35mm Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	20	7	67
Junior High	8	0	25	25	0	50
Senior High	7	29	29	0	0	43
All Levels	30	7	17	17	3	57

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	13	87	0
Junior High	8	38	50	13
Senior High	7	43	57	0
All Levels	30	27	70	3

Other Still Cameras (See Tables 103 and 104)

Elementary. Other still cameras were used in eight of the 15 elementary schools. Use tended to be weekly or occasionaly. There was some indication that use would increase; however, the majority of media specialists projected no change.

Junior High and Senior High. Sixty-three percent of the junior high library media specialists reported using still cameras in-center with varying frequency, most schools reporting occasional use. The 13 percent of the junior high schools which used the camera weekly expected use to increase. No other change was projected. Use was greater out of the media center. Three-fourths of the junior high library media specialists reported use ranging from daily to occasional. The 25 percent which had weekly use expected use to increase while the 13 percent hwich had daily use expected a decrease in use. No other changes in use were projected.

Senior high schools reported almost no use of other still cameras. Occasional use both in-and out-of-center was reported by 14 percent. No change in the use was projected.

Table 103: Library Media Specialists' Estimates
of In-Center Use of Other Still Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	13	27	7	47
Junior High	8	0	13	38	13	38
Senior High	7	0	0	14	0	86
All Levels	30	3	10	27	7	53

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	27	73	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	17	83	0

Table 104: Library Media Specialists' Estimates
of Out-of-Center Use of Other Still Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	7	13	27	7	47
Junior High	8	13	25	38	0	25
Senior High	7	0	0	14	0	86
All Levels	30	7	13	27	3	50

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	20	80	0
Junior High	8	25	63	13
Senior High	7	0	100	0
All Levels	30	17	80	3

Copystands (See Tables 105 and 106)

Elementary. Copystands were used in 80 percent of the elementary schools in the library media center and in 60 percent out of the center. Use tended to be occasional or infrequent. An increase in use was projected by half of the library media specialists for in-center use and by 40 percent of the library media specialists for out-of-center use.

Junior High and Senior High. Sixty-three percent of the junior high schools and 57 percent of the senior high schools used copystands in the library media center. Half of the senior high schools that used copystands used them daily. Most of the other recorded use was occasional. Half of the library media specialists expected no change in use; the other half projected an increase in use. While the out-of-center was not very different from in-center use, there were fewer projections of increased use for out-of-center use. No decrease was projected.

Table 105: Library Media Specialists' Estimates of In-Center Use of Copy Stands

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	33	20	20
Junior High	8	0	13	38	13	38
Senior High	7	29	0	29	0	43
All Levels	30	7	7	43	13	27

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	47	53	0
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	47	53	0

Table 104: Library Media Specialists' Estimates of Out-of-Center Use of Copy Stands

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	13	27	20	40
Junior High	8	0	25	13	25	38
Senior High	7	14	0	43	0	43
All Levels	30	3	13	27	17	40

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	40	60	0
Junior High	8	25	75	0
Senior High	7	43	57	0
All Levels	30	37	63	0

Darkroom and Darkroom Equipment (See Tables 107 and 108)

Elementary. Seven percent of the elementary schools had a darkroom that was used. It was a part of the library media center. Use was infrequent. No change in use was projected.

Junior High and Senior High. Darkroom equipment was not used extensively. In 25 percent of the junior high schools and 14 percent of the senior high schools reported use of the darkroom both in-center and out-of-center. Use was either daily or weekly. A decrease for in-center darkroom use was predicted by 13 percent of the junior high library media specialists. Although several felt that use would increase, the majority of library media specialists foresaw no change in use.

Table 107: Library Media Specialists' Estimates of In-Center Use of Darkroom and Darkroom Equipment

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	7	93
Junior High	8	13	13	0	0	75
Senior High	7	14	0	0	0	86
All Levels	30	7	3	0	3	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	13	75	13
Senior High	7	14	86	0
All Levels	30	7	90	3

Table 108. Library Media Specialists' Estimates of Out-of-Center Use of Darkroom and Darkroom Equipment

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	13	13	0	0	75
Senior High	7	7	0	0	0	86
All Levels	30	7	3	0	0	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	14	86	0
All Levels	30	7	93	0

Slide Duplicators

Elementary. No use reported.

Junior High and Senior High. No use reported.

8mm Motion Picture Editors (See Tables 109 and 110)

Elementary. Very little use of this piece of equipment was reported. Occasional use in-center was reported by 7 percent of the sample and 13 percent reported occasional use out-of-center. No change was projected.

Junior High and Senior High. Occasional use of the editor in-center was reported by 25 percent of the junior highs; weekly use was reported by 29 percent of the senior highs. Out-of-center use of the editor was found in 25 percent of the junior high schools and 57 percent of the senior high schools. While there was some thought that use might increase, most library media specialists projected no change in use patterns.

16mm Motion Picture Editors (See Tables 111 and 112)

Elementary. No use recorded.

Junior High and Senior High. No junior high use was recorded. The 16mm editor was used occasionally in the library media center and infrequently out of the library media center in 14 percent of the senior high schools. No change in use was projected.

Table 109: Library Media Specialists' Estimates of In-Center Use of 8mm Motion Picture Editors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	7	0	93
Junior High	8	0	0	25	0	75
Senior High	7	0	29	0	0	71
All Levels	30	0	7	10	0	83

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Table 110: Library Media Specialists' Estimates of Out-of-Center Use of 8mm Motion Picture Editors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	13	0	87
Junior High	8	0	0	13	13	75
Senior High	7	14	29	14	0	43
All Levels	30	3	7	13	3	73

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	29	71	0
All Levels	30	7	93	0

Table 111: Library Media Specialists' Estimates of In-Center Use of 16mm Motion Picture Editors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	14	0	86
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 112: Library Media Specialists' Estimates of Out-of-Center Use of 16mm Motion Picture Editors

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	14	86
All Levels	30	0	0	0	3	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Animation Stands (See Tables 113 and 114)

Elementary. Weekly use of the animation stand in-center and out-of-center was reported by 7 percent of the library media specialists. No change was projected.

Junior High and Senior High. No use reported.

Table 113: Library Media Specialists' Estimates of In-Center Use of Animation Stands

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	0	0	93
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	0	100
All Levels	30	0	3	0	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	3	97	0

Table 114: Library Media Specialists' Estimates of Out-of-Center Use of Animation Stands

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	7	0	0	93
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	0	100
All Levels	30	0	3	0	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	7	93	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	3	97	0

Film Inspection/Cleaning Devices

Elementary. No use reported.

Junior High and Senior High. No use reported.

Projector Dissolve Controls (See Tables 115 and 116)

Elementary. No use reported.

Junior High and Senior High. Thirteen percent of the junior high media specialists reported weekly use in-center of the dissolve control and 14 percent of the senior high library media specialists reported occasional in-center use of the device. Out-of-center use was reported as occasional by 13 percent of the junior high library media specialists and 14 percent of the senior high library media specialists. No changes were projected by most of the library media specialists.

Table 115: Library Media Specialists' Estimates of In-Center Use of Projector Dissolve Controls

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -	- - - - -	Percent	- - - - - - - - - -	- - -
Elementary	15	0	0	0	0	100
Junior High	8	0	13	0	0	88
Senior High	7	0	0	14	0	86
All Levels	30	0	3	3	0	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	0	100	0
All Levels	30	3	97	0

Table 116: Library Media Specialists' Estimates of Out-of-Center Use of Projector Dissolve Controls

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -	- - - - -	Percent	- - - - - - - - - -	- - -
Elementary	15	0	0	0	0	100
Junior High	8	0	0	13	0	88
Senior High	7	0	0	14	0	86
All Levels	30	0	0	7	0	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Projection/Sound Programmers (See Tables 117 and 118)

Elementary. No use reported.

Junior High and Senior High. Occasional use both in-and out-of-center was reported by 13 percent of the junior high schools. No change was projected.

No use in senior high schools reported.

Table 117: Library Media Specialists' Estimates of In-Center Use of Projection/Sound Programmers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	13	0	88
Senior High	7	0	0	0	0	100
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 118: Library Media Specialists' Estimates of Out-of-Center Use of Projection/Sound Programmers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	13	0	88
Senior High	7	0	0	0	0	100
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Sound Synchronizers (See Tables 119 and 120)

Elementary. No use reported.

Junior High and Senior High. In-center use of the synchronizer was reported by four library media specialists. The frequency indicated varied, with one indication at the junior high level of daily use. Three library media specialists reported infrequent use out-of-center. No changes were projected by the majority of the library media specialists.

Table 119: Library Media Specialists' Estimates
of In-Center Use of Sound Synchronizers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -	- - -	Percent	- - - - - - -	- - - -
Elementary	15	0	0	0	0	100
Junior High	8	13	0	0	13	75
Senior High	7	0	0	14	14	71
All Levels	30	3	0	3	7	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Table 120: Library Media Specialists' Estimates
of Out-of-Center Use of Sound Synchronizers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -	- - -	Percent	- - - - - - -	- - - -
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	13	88
Senior High	7	0	0	0	29	71
All Levels	30	0	0	0	10	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Microfilm Duplicators

Elementary. No use reported.

Junior High and Senior High. No use reported.

Audio Consoles (See Tables 121 and 122)

Elementary. No use reported.

Junior High and Senior High. Forty-three percent of the senior high library media specialists reported in-center use of an audio console, while 29 percent reported out-of-center use. The out-of-center use was daily. No changes were projected.

Table 121: Library Media Specialists' Estimates of In-Center Use of Audio Consoles

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	14	14	14	57
All Levels	30	0	3	3	3	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 122: Library Media Specialists' Estimates of Out-of-Center Use of Audio Consoles

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	29	0	0	0	71
All Levels	30	7	0	0	0	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Audiotape Duplicators (See Tables 123 and 124)

Elementary. No use reported.

Junior High and Senior High. No junior high use was reported. Twenty-nine percent of the library media specialists at the senior high level reported occasional or infrequent use of an audiotape duplicator in-center; 14 percent reported infrequent use of a duplicator out-of-center. No changes were predicted.

Table 123: Library Media Specialists' Estimates of In-Center Use of Audiotape Duplicators

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	14	14	0	71
All Levels	30	0	3	3	0	93

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 124: Library Media Specialists' Estimates of Out-of-Center Use of Audiotpae Duplicators

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	14	86
All Levels	30	0	0	0	3	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Audio Mixers (See Tables 125 and 126)

Elementary. Seven percent of the library media specialists reported the use of an audio mixer infrequently both in-and out-of-center. No changes were projected.

Junior High and Senior High. In 38 percent of the junior high schools and 29 percent of the senior high schools the audio mixer was used in-center. Use generally was frequent. No changes were projected.

Table 125: Library Media Specialists' Estimates of In-Center Use of Audio Mixers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -		Percent	- - - - - - - - - -	
Elementary	15	0	0	0	7	93
Junior High	8	13	13	13	0	63
Senior High	7	14	14	0	0	71
All Levels	30	7	7	3	3	80

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 126: Library Media Specialists' Estimates of Out-of-Center Use of Audio Mixers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -		Percent	- - - - - - - - - -	
Elementary	15	0	0	0	7	93
Junior High	8	0	0	0	13	88
Senior High	7	14	0	0	0	86
All Levels	30	3	0	0	7	90

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Audio Compressors

Elementary. No use reported.

Junior High and Senior High. No use reported.

Film Chains (See Tables 127 and 128)

Elementary. No use reported.

Junior High and Senior High. No junior high use was reported. Fourteen percent of the senior high schools reported infrequent use; no changes were projected.

Table 127: Library Media Specialists' Estimates of In-Center Use of Film Chains

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - - -	- - - - -	Percent	- - - - -	- - - - - - - - - - -
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	14	86
All Levels	30	0	0	0	3	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Table 128: Library Media Specialists' Estimates of Out-of-Center Use of Film Chains

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - - -	- - - - -	Percent	- - - - -	- - - - - - - - - - -
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	0	0	100
All Levels	30	0	0	0	0	100

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	0	100	0
All Levels	30	0	100	0

Videotape Duplicators

Elementary. No use reported.

Junior High and Senior High. No use reported.

Black and White Television Cameras (See Tables 129 and 130)

Elementary. Twenty-seven percent of the library media specialists reported in-center use of the black and white television camera with use ranging from weekly to infrequently; 33 percent indicated out-of-center use of a weekly or occasional nature. While there was some indication of an increase in use, most library media specialists projected no change.

Junior High and Senior High. Twenty-nine percent of the senior highs and 25 percent of the junior highs used the black and white television camera in-center either daily or weekly. Other schools reported occasional or infrequent in-center use. There was no daily out-of-center use reported. Eighty-eight percent of the junior high schools and 100 percent of the senior high schools reported some use out-of-center. There was indication from almost half of the library media specialists that use of the camera would increase both in and out-of-center.

Table 129: Library Media Specialists' Estimates
of In-Center Use of Black and White Television Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -	- - -	Percent	- - - - - - - - - -	
Elementary	15	0	7	13	7	73
Junior High	8	13	13	25	25	25
Senior High	7	29	0	29	14	29
All Levels	30	10	7	20	13	17

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	13	87	0
Junior High	8	38	63	0
Senior High	7	57	43	0
All Levels	30	30	70	0

Table 130: Library Media Specialists' Estimates
of Out-of-Center Use of Black and White Television Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		- - - - - - - - - -	- - -	Percent	- - - - - - - - - -	
Elementary	15	0	13	20	0	67
Junior High	8	0	25	50	13	13
Senior High	7	0	57	14	29	0
All Levels	30	0	27	27	10	33

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		- - - - - -	Percent	- - - - - -
Elementary	15	7	93	0
Junior High	8	13	88	0
Senior High	7	71	29	0
All Levels	30	23	77	0

Color Television Cameras (See Tables 131 and 132)

Elementary. No use reported.

Junior High and Senior High. No junior high use was reported. Fourteen percent of the senior high library media specialists reported daily in-center use and occasional out-of-center use of color television camera. Use was expected to increase.

Table 131: Library Media Specialists' Estimates of In-Center Use of Color Television Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	14	0	0	0	86
All Levels	30	3	0	0	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Table 132: Library Media Specialists' Estimates of Out-of-Center Use of Color Television Cameras

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
		Percent				
Elementary	15	0	0	0	0	100
Junior High	8	0	0	0	0	100
Senior High	7	0	0	14	0	86
All Levels	30	0	0	3	0	97

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
		Percent		
Elementary	15	0	100	0
Junior High	8	0	100	0
Senior High	7	14	86	0
All Levels	30	3	97	0

Television Switchers (See Tables 133 and 134)

Elementary. No use reported.

Junior High and Senior High. Thirteen percent of the junior high library media specialists reported daily in-center use of the television switcher and expected use to increase; 29 percent of the library media specialists reported out-of-center use of an occasional or infrequent nature. Thirteen percent of the junior high school library media specialists projected a decrease in out-of-center use; no other change in use was predicted. Forty-three percent of the senior high library media specialists reported in-center use of the television switcher. In 29 percent of the schools where it was used daily an increase in use was expected. Twenty-nine percent of the senior high schools used the television switcher infrequently out-of-center. No other changes in use were projected.

Table 133: Library Media Specialists' Estimates of In-Center Use of Television Switchers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	0	0	100
Junior High	8	13	0	0	0	88
Senior High	7	29	0	0	13	57
All Levels	30	10	0	0	3	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	13	88	0
Senior High	7	29	71	0
All Levels	30	10	90	0

Table 134: Library Media Specialists' Estimates of Out-of-Center Use of Television Switchers

Current Use

Level	n	Daily	Weekly	Occasionally	Infrequently	Never
				Percent		
Elementary	15	0	0	0	0	100
Junior High	8	0	0	13	13	75
Senior High	7	0	0	0	29	71
All Levels	30	0	0	3	10	87

Projection of Changes in Use

Level	n	Increase	Remain Same	Decrease
			Percent	
Elementary	15	0	100	0
Junior High	8	0	88	13
Senior High	7	0	100	0
All Levels	30	0	97	3

CHAPTER 5

Teachers' Estimates of Use of Media Materials

Form I, Frequency of Use - Teachers (see Appendix F), was developed to survey teacher perceptions of the frequency with which they used commercially and locally produced media materials in instructional programs. Since these forms were often left with the teachers to complete on their own, a letter explaining the survey and a glossary of media terms were included with the form. The letter is included with the form in Appendix F; the glossary is in Appendix A. The teachers in each school who were asked to complete the form were chosen by the library media specialist. The project staff asked the library media specialist to select a sample of teachers that would be as nearly representative of the school as possible. Included in the sample were to be both teachers who used media and those who did not, teachers who produced their own media items and those who did not. A larger sample of teachers was usually available from the larger schools, although it was not possible to get a sample from every school that represented the same percentage of the faculty. Appendix M contains tables showing the distribution of the teacher sample.

Form F was divided into two sections. The first section listed the media materials items and asked how often the teachers used both commercially and locally produced items of each kind. The same frequency scale described earlier was employed. Responses were registered on a four-point scale: (1) Daily on the average; (2) Weekly on the average; (3) Occasionally, once or twice a month, many times a year, intermittently; (4) Infrequently, once or twice a year, seldom, rarely. A no response could also be recorded.

To determine the source of local production, each teacher was also asked to estimate the percentage of the locally produced items which he/she used that was produced by the library media staff and the percentage that was produced by the teachers themselves. Results from this question were of doubtful validity since the percentages frequently did not total 100 percent; the results, therfore, have been disregarded. Teachers were asked if they did any production themselves. If the answer was "yes," they were asked to continue to the second part of the questionnaire; otherwise, they were instructed to stop at that point.

The second section of the questionnaire listed media materials and production equipment and asked the teachers how often they had produced the materials or used the equipment within the last school year (1975-76). Responses were registered on a three-point scale of (1) 1-5 times, (2) 6-10 times, and (3) 10 times or over. No production of that materials item or no use of that equipment item could also be registered.

Elementary Teachers' Estimates of Media Use

The compilation of the teachers' responses to questions concerning their own use of media materials is shown in Table 135. The nonprint media items are listed in the left-hand column. The remainder of the table is divided into two sections, Locally Produced Materials and Commercially Produced Materials. The percentage of teachers choosing a particular frequency response is shown in the columns labeled Daily,

Table 135: Elementary Teachers' Estimates of Use of Media Materials

Media Materials	Locally Produced Materials n=52					Commercially Produced Materials n=52				
	*D	W	O	I	N	*D	W	O	I	N
	- - - - Percentages - - -					- - - - - Percentages - - - - -				
Audiodiscs	0	0	2	4	94	19	29	13	12	27
Audiotapes, Reel	4	6	13	8	69	4	12	10	35	40
Audiotapes, Cassette	8	8	17	10	58	17	46	25	6	6
Audiocards	6	4	0	10	81	4	4	4	23	65
8mm Motion Pictures	0	0	4	13	83	0	12	0	15	73
8mm Motion Pictures, Loops	0	0	0	8	92	0	6	33	17	44
16mm Motion Pictures	0	0	0	6	94	17	58	12	4	10
Silent Filmstrips	0	0	4	12	85	6	31	42	8	13
Sound Filmstrips	0	0	2	15	83	10	33	42	6	10
Slides	0	4	6	13	77	0	6	12	44	38
Slide/Audiotapes	0	2	6	12	81	0	4	6	21	69
Overhead Transparencies	10	10	17	21	42	10	27	37	12	15
Videotapes, Recorded	12	0	4	15	69	17	6	6	26	46
Kits	4	2	2	10	83	23	19	33	8	17
Art Prints/Study Prints	4	6	13	10	67	23	31	35	4	8
Games/Simulations	19	10	12	10	50	27	21	23	8	21
Other 3-D Materials	6	10	8	12	65	13	19	21	12	35
CAI Programs	0	0	0	6	94	2	2	0	12	85
Printed Programmed Materials	2	2	2	4	90	17	8	8	10	58
Teaching Machine Materials	0	0	2	10	88	4	4	12	8	73

*D = Daily; W = Weekly; O = Occasionally; I = Infrequently; N = Never.

Weekly, Occasionally, Infrequently, and Never. For example, when asked how frequently they used locally produced audiodiscs, no teacher chose the Daily or Weekly response, 2 percent responded "Occasionally," 4 percent "Infrequently," and 94 percent answered "Never."

The most obvious result of the analysis of the responses to this questionnaire is the predominance of commercially produced materials over locally produced materials in classroom use. There was no type of media for which more teachers indicated that they used locally produced materials than indicated that they used commercially produced materials.

The teachers' responses were analyzed to produce two different types of information. In order to account for all use indicated, the first four responses for each material were added and expressed as a percentage of the total number of teachers. The materials items were then ranked by these percentages from the item used by the most teachers (highest percentage) to the item used by the fewest teachers (lowest percentage). In order to determine the media items used most frequently, the responses in the "Daily" and "Weekly" categories were added together. The media items were then ranked according to that score from most frequently used (highest percentage) to least frequently used (lowest percentage). Table 136 contains the results of both analyses for commercially produced media materials. Table 137 contains the results of both analyses for locally produced media materials.

Use of Commercially Produced Media Materials (Table 136).

Table 136: Elementary Teachers' Estimates of Use of Commercially Produced Media Materials in Rank Order

Materials Item	Some Use n=52		Frequent Use n=52	
	Rank	% of Teachers Reporting Use	Rank	% of Teachers Reporting Use
Audiotapes, Cassette	1	94	2	63
Art Prints/Study Prints	2	92	3	54
16mm Motion Pictures	3	90	1	75
Sound Filmstrips	4	90	5	42
Silent Filmstrips	5	87	9	35
Overhead Transparencies	6	85	8	37
Kits	7	83	5	42
Games/Simulations	8	79	4	48
Audiodiscs	9	75	5	42
Other Three-Dimensional Materials	10	65	10	33
Slides	11	62	17	6
Audiotapes	12	60	13	15
8mm Motion Picture, Loops	13	56	17	6
Videotapes	14	54	12	23
Printed Programmed Materials	15	42	11	25
Audiocards	16	35	15	8
Slides	17	31	19	4
8mm Motion Pictures	18	27	14	12
Teaching Machine Materials			15	8
CAI Programs	20	15	19	4

The commercially produced media material used by the greatest number of teachers was cassette audiotape; 94 percent of the elementary teachers used the tapes for instructional purposes. The medium with the most frequent use was 16mm motion picture. The relative positions of most items in the two rankings are somewhat different. However, when groups of items are considered, there are some similarities. The five media items used by most teachers were

cassette audiotapes,
art prints/study prints,
16mm motion pictures,
sound filmstrips, and
silent filmstrips.

The items ranked at the top of the most frequently used scale were

16mm motion pictures,
cassette audiotapes,
art prints/study prints,
games/simulations,
sound filmstrips,
kits, and
audiodiscs. The items comprising the two groups are largely the same.

Those materials items whose position in the ordering by total use was significantly higher than in the ordering by frequent use were those items which, though used by teachers, had a use that was occasional or infrequent in nature. These materials items were

silent filmstrips,
slides, and
8mm motion picture loops.

Those items that ranked higher in the ranking of frequent use than in that of total use were for the most part those items which if they were used, were likely to be used frequently. These materials items were

games/simulations,
audiodiscs,
printed programmed materials, and
8mm motion pictures.

The commercially produced materials items used by the fewest teachers were

slide/audiotapes,
8mm motion pictures,
teaching machine materials,
CAI programs.

The items with the least daily and weekly use were

slides,
8mm motion picture loops,
slide/audiotapes, and
CAI programs.

Use of Locally Produced Media Material. Table 137 shows the percentage of teachers who reported any use of locally produced media items and the percentage of teachers who reported frequent use (daily or weekly) of each item. The items are also ranked for both total use and frequent use. For example, overhead transparencies was the locally produced item used by the greatest number of teachers; 62 percent reported use. When frequent use was calculated, this medium

Table 137: Elementary Teachers' Estimates of Use of Locally Produced Media Materials in Rank Order

Materials Item	Some Use n=52		Frequent Use n=52	
	Rank	% of Teachers Reporting Use	Rank	% of Teachers Reporting Use
Overhead Transparencies	1	62	2	19
Games/Simulations	2	50	1	29
Audiotapes	3	42	3	15
Other Three-Dimensional Materials	4	35	3	15
Art Prints/Study Prints	5	33	6	10
Audiotape, Reel	6	31	6	10
Videotape, Recorded		31	5	12
Slides	8	23	10	4
Audiocards	9	19	6	10
Slide/Audiotapes		19	12	2
8mm Motion Pictures	11	17	13	0
Sound Filmstrips		17	13	0
Kits		17	6	6
Silent Filmstrips	14	15	13	0
Teaching Machine Materials	15	12	13	0
Printed Programmed Materials	16	10	10	4
8mm Motion Picture Loops	17	8	13	0
Audiodiscs	18	6	13	0
16mm Motion Pictures		6	13	0
CAI Programs		6	13	0

was second in the rank order with 19 percent of the teachers reporting daily or weekly use.

When the rankings of total use and frequent use are compared, the relative positions of the items are very similar. The five locally produced items used by the greatest number of teachers were

overhead transparencies,
games/simulations,
cassette audiotapes,
other three-dimensional materials, and
art prints/study prints.

The five locally produced items with the most frequent use were

games/simulations,
overhead transparencies,
cassette audiotapes,
other three-dimensional materials, and
recorded videotapes.

These two lists include four items that are the same. Only recorded videotapes, and art prints/study prints are different.

The locally produced items used by the least number of teachers were

printed programmed materials,
8mm motion picture loops,
audiodiscs,
16mm motion pictures, and
CAI programs.

The locally produced items with the least frequent use were

8mm motion picture,

sound filmstrips,
silent filmstrips,
teaching machine materials,
8mm motion picture loops,
audiodiscs,
16mm motion pictures, and
CAI programs.

The difficulty and/or expense of producing some of the media materials assures their infrequent use. For example, both audiodiscs and 16mm motion pictures rank at the bottom of locally produced media in both frequent use and some use in contrast to their high ranking for commercially-produced materials. Both are quite expensive and difficult to produce in the school setting. Very little use of or capability of using computer assisted instruction was found in the elementary schools.

Comparisons of the use of commercially produced to the use of locally produced materials illustrate the predominance of commercially produced material in classroom instructional use. The most frequently used commercially produced media item (16mm picture) was used by more than twice as many teachers as the most frequently used locally produced item (games/simulations). Games/simulations, the most frequently used locally produced item, had a measure of use that would place it halfway between the tenth and eleventh most frequently used commercially produced items.

When the total use of commercially produced items was compared with that of locally produced items the same pattern held true. The locally produced item with the greatest use (overhead transparencies) was used by two-thirds as many teachers as the commercially produced item with the greatest total use. Fourteen commercially produced media materials items were used by at least 50 percent of the elementary teachers. These items were

cassette audiotapes,
art prints/study prints,
16mm motion pictures,
sound filmstrips,
silent filmstrips,
overhead transparencies,
kits,
games/simulations,
audiodiscs,
other three-dimensional materials,
slides,
reel audiotapes,
8mm motion picture loops, and
recorded videotapes.

Two locally produced media materials were used by at least 50 percent of the elementary teachers. These items were

overhead transparencies and
games/simulations.

Local production of non-print media will be explored in Chapter 7.

While some items are perhaps far too costly and intricate to produce locally to any great extent, it is surprising that more use is not made of those items such as games/simulations, overhead transparencies, cassette audiotapes, art prints/study prints, and slides that can be produced easily and relatively inexpensively by teachers and library media personnel.

Junior High Teachers' Estimates of Media Use

Thirty-nine junior high teachers from seven junior high schools responded to Form I, the teacher questionnaire. Thirty-two of the 39 teachers reported producing media software items themselves; however, commercially produced materials were used more often than locally produced items by the teachers. Table 138, Junior High Teacher Estimates of Use of Media Materials, contains the responses of the junior high teachers. The media materials items are listed in the left-hand column. The remainder of the table is divided into two sections, Locally Produced Materials and Commercially Produced Materials. The percentage of teachers indicating a particular pattern of use is shown in the columns labeled Daily, Weekly, Occasionally, Infrequently, and Never.

For example, when asked how frequently they used locally produced audiodiscs, 0 percent of the junior high teachers said "Daily," "Weekly," or "Occasionally," 21 percent responded "Infrequently" and 79 responded "Never."

To facilitate further analysis of the responses of the junior high teachers, Tables 139 and 140 were constructed. The tables show the percentage of teachers who used each material item and the percentage who used each item frequently (Daily or Weekly). The materials items were ranked from the item used by the most teachers to that used by the least. Table 139 contains this information for commercially produced media materials. Table 140 contains the information for locally produced media materials.

Table 138: Junior High Teachers' Estimates of Use of Media Materials

Media Materials	Locally Produced Materials n=39					Commercially Produced Materials n=39				
	*D	W	O	I	N	*D	W	O	I	N
	- - - - Percentages - - -					- - - - - Percentages - - - - -				
Audiodiscs	0	0	0	21	79	0	10	13	26	51
Audiotapes, Reel	0	0	10	21	69	0	0	10	31	59
Audiotapes, Cassette	5	0	28	18	49	5	10	46	15	23
Audiocards	0	0	0	13	87	0	0	3	15	82
8mm Motion Pictures	0	0	8	13	79	0	3	15	28	54
8mm Motion Picture Loops	0	0	3	18	79	0	3	8	33	56
16mm Motion Pictures	0	0	13	10	77	0	18	67	8	8
Silent Filmstrips	0	0	0	21	79	8	15	36	23	18
Sound Filmstrips	0	0	0	23	77	3	23	38	21	15
Slides	0	3	13	26	59	0	10	15	46	28
Slide/Audiotapes	0	0	10	18	72	0	3	10	31	56
Overhead Transparencies	18	21	3	18	28	5	21	31	21	23
Videotapes	0	0	15	26	59	0	0	13	36	51
Kits	0	10	8	10	72	3	21	44	10	23
Art Prints/Study Prints	8	3	18	13	59	10	18	31	18	23
Games/Simulations	5	8	13	23	51	3	8	26	31	33
Other Three-Dimensional Materials	5	3	5	21	67	5	3	18	18	56
CAI Programs	0	0	0	15	85	0	0	3	21	77
Printed Programmed Materials	3	3	3	10	82	0	5	10	21	64
Teaching Machine Materials	0	0	0	15	85	0	0	0	23	77

* D = Daily; W = Weekly; O = Occasionally; I = Infrequently; N = Never.

Use of Commercially Produced Media Materials (Table 139). The commercially produced media material used by the largest number of junior high teachers was 16mm motion pictures; 92 percent of the teachers reported using this medium. The seven media materials used by the largest numbers of junior high teachers were

16mm motion pictures,
sound filmstrips,
silent filmstrips,
cassette audiotapes,
overhead transparencies,
kits, and
art prints/study prints.

The item used most frequently was art print/study print; 28 percent of the junior high teachers reported using the prints either daily or weekly. The materials items with the most frequent use by junior high teachers were

art prints/study prints,
sound filmstrips,
overhead transparencies,
kits, and
silent filmstrips.

When the two rankings of some use and frequent use were compared, several differences were obvious, particularly in the top portion of the rankings. Several media items appeared to be used by large numbers of junior high teachers but not with any great measure of frequency. These items were

Table 139: Junior High Teacher Estimates of Use of Commercially Produced Media Materials in Rank Order

Materials Item	Some Use n=39		Frequent Use n=39	
	Rank	% of Teachers Reporting Use	Rank	% of Teachers Reporting Use
16mm Motion Pictures	1	92	6	18
Sound Filmstrips	2	85	2	26
Silent Filmstrips	3	82	5	23
Cassette Audiotapes	4	77	7	15
Overhead Transparencies		77	2	26
Kits		77	4	24
Art Prints/Study Prints		77	1	28
Slides	8	72	9	10
Games/Simulations	9	67	8	11
Audiodiscs	10	49	9	10
Kits		49	16	0
8mm Motion Pictures	12	46	13	3
8mm Motion Picture Loops	13	44	13	3
Slide/Audiotapes		44	13	3
Other Three-Dimensional Materials		44	11	8
Reel Audiotapes	16	41	16	0
Printed Programmed Materials	17	36	12	5
CAI Programs	18	23	16	0
Teaching Machine Materials		23	16	0
Audiocards	20	18	16	0

16mm motion pictures,
cassette audiotapes, and
kits. For each of these materials items, the ranking in the order of some use was significantly higher than in the ranking of frequent use.

There were no media materials items that were not used by any of the teachers. Those items with the least number of teachers using them were

reel audiotapes,
printed programmed materials,
CAI programs,
teaching machine materials, and
audiocards.

There were five media materials for which no teacher indicated frequent use; these were

kits,
reel audiotapes,
CAI programs,
teaching machine materials, and
audiocards.

Use of Locally Produced Media Materials (Table 140). The locally produced media material used by the greatest number of teachers was overhead transparency; 72 percent of the junior high teachers indicated that they used this medium. The materials used by the largest number of teachers were

overhead transparencies,
cassette audiotapes,

Table 140: Junior High Teachers' Estimates of Use of Locally Produced Media Materials in Rank Order

Materials Item	Some Use n=39		Frequent Use n=39	
	Rank	% of Teachers Reporting Use	Rank	% of Teachers Reporting Use
Overhead Transparencies	1	72	1	39
Cassette Audiotapes	2	51	8	5
Games/Simulations	3	49	2	13
Slides	4	41	4	10
Videotapes		41	9	0
Art Prints/Study Prints		41	3	11
Other Three-Dimensional Materials	7	33	6	8
Reel Audiotapes	8	31	9	0
Slide/Audiotapes	9	28	9	0
Kits		28	4	10
16mm Motion Pictures	11	23	9	0
Sound Filmstrips		23	9	0
Audiodiscs	13	21	9	0
8mm Motion Pictures		21	9	0
8mm Motion Picture Loops		21	9	0
Silent Filmstrips		21	9	0
Printed Programmed Materials	17	18	7	6
CAI Programs	18	15	9	0
Teaching Machine Materials		15	9	0
Audiocards	20	13	9	0

games/simulations,
slides,
recorded videotapes, and
art prints/study prints.

The locally produced item used frequently by the largest number of teachers was also overhead transparency; 39 percent of the teachers indicated daily or weekly use of this medium. The five media materials which were used frequently by the largest number of teachers were

overhead transparencies,
games/simulations,
art prints/study prints,
slides, and
kits.

When the two rankings of media materials are compared, some differences in relative position of items are apparent. Those items that appeared to have widespread but infrequent use were cassette audiotape and recorded videotape.

When the rankings of commercially produced and locally produced media materials were compared, the predominance of commercially prepared materials in instructional use was evident. Nine commercially produced items were used by at least half of the junior high teachers. These items were

16mm motion pictures,
sound filmstrips,
silent filmstrips,
cassette audiotapes,

overhead transparencies,
kits,
art prints/study prints,
slides, and
games/simulations.

Two locally produced media materials were used by more than half of the junior high teachers. These items were

overhead transparency and
cassette audiotape.

Senior High Teachers' Estimates of Media Use

Senior high teachers were asked to respond to the questionnaire on their use of media in the classroom. Thirty-seven teachers from five schools responded. The compilation of their responses can be found in Table 141. The media materials items are listed in the left-hand column. The remainder of the table is divided into two sections, Locally Produced Materials and Commercially Produced Materials. The percentage of teachers indicating a particular pattern of use is shown in the columns labeled Daily, Weekly, Occasionally, Infrequently, and Never. For example, when asked how frequently they used locally produced audiodiscs, 0 percent of the senior high teachers responded "Daily," 0 percent responded "Weekly," 3 percent responded "Occasionally," 19 percent responded "Infrequently," and 78 percent responded "Never."

Table 141: Senior High Teachers' Estimates of Use of Media Materials

Media Materials	Locally Produced Materials n=37					Commercially Produced Materials n=37				
	*D	W	O	I	N	*D	W	O	I	N
Audiodiscs	0	0	3	19	78	5	3	32	14	46
Audiotapes, Reel	0	0	8	14	78	5	3	29	16	46
Audiotapes, Cassette	3	5	14	8	70	8	14	41	11	27
Audiocards	0	0	3	5	92	0	0	8	16	76
8mm Motion Pictures	3	0	3	16	78	0	5	14	11	70
8mm Motion Picture Loops	0	0	0	14	86	0	3	8	16	73
16mm Motion Pictures	0	0	3	19	78	8	43	38	8	3
Silent Filmstrips	0	0	3	14	84	3	14	38	19	27
Sound Filmstrips	0	0	8	11	81	3	32	43	16	5
Slides	5	0	27	14	54	0	14	27	41	19
Slide/Audiotapes	0	3	14	16	68	0	3	22	24	51
Overhead Transparencies	11	11	16	8	54	14	14	32	22	19
Videotapes, Recorded	0	5	24	19	51	0	11	29	27	32
Kits	0	0	5	16	78	0	5	35	22	38
Art Prints/Study Prints	3	14	11	8	65	3	14	29	32	22
Games/Simulations	0	3	5	27	65	0	0	29	29	41
Other Three-Dimensional Materials	0	3	11	11	76	0	5	16	32	46
CAI Programs	0	0	3	16	81	0	0	0	22	78
Printed Programmed Materials	0	3	3	22	73	3	3	5	27	62
Teaching Machine Materials	0	0	0	14	86	0	0	0	24	76

* Daily = Daily; W = Weekly; O = Occasionally; I = Infrequently; N = Never.

Tables 142 and 143 were constructed for analysis of the senior high teachers' responses. These two tables show the percentage of teachers who used each materials item and the percentage who used each item frequently (Daily or Weekly). Materials items were ranked from the item used by the most teachers to that used by the least. Table 142 contains this information for commercially produced media materials. Table 143 contains the information for locally produced media materials.

Use of Commercially Produced Media Material (Table 142).

Table 142: Senior High Teachers' Estimates of Use of Commercially Produced Media Materials in Rank Order

Materials Item	Some Use n=37		Frequent Use n=37	
	Rank	% of Teachers Reporting Use	Rank	% of Teachers Reporting Use
16mm Motion Pictures	1	97	1	51
Sound Filmstrips	2	95	2	35
Slides	3	81	7	14
Overhead Transparencies		81	3	28
Art Print/Study Prints	5	78	5	17
Cassette Audiotapes	6	73	4	22
Silent Filmstrips		73	5	17
Videotapes, Recorded	8	68	8	11
Kits	9	62	12	5
Games/Simulations	10	59	17	0
Audiodiscs	11	54	9	8
Reel Audiotapes		54	9	8
Other 3-Dimensional Materials		54	12	5
Slide/Audiotapes	14	49	15	3
Printed Programmed Materials	15	38	11	6
8mm Motion Pictures	16	30	12	5
8mm Motion Picture Loops	17	27	15	3
Audiocards	18	24	17	0
Teaching Machine Materials		24	17	0
CAI Programs	20	22	17	0

The commercially produced media material used by the largest number of senior high teachers was 16mm motion picture; 97 percent of the teachers reported some use of that medium. The five media materials used by the largest number of senior high teachers were

16mm motion pictures,
sound filmstrips,
slides,
overhead transparencies, and
art prints/study prints.

The materials item used most frequently was also 16mm motion pictures; 51 percent of the teachers reported daily or weekly use of that medium. The materials items used most frequently by senior high teachers were

16mm motion pictures,
sound filmstrips,
overhead transparencies,
cassette audiotapes,
art prints/study prints, and
silent filmstrips.

When the two rankings of total use and frequent use were compared, the relative positions of most items were approximately the same. Several items appeared to be used by large numbers of senior high teachers but not used frequently. These media items were

slides,
kits, and
games/simulations. For each of these items, the ranking in the

order of total use was significantly higher than in the ranking of frequent use.

There were no media items that were not used by any of the teachers. Those items with the least number of teachers reporting use were

8mm motion pictures,

8mm motion picture loops,

audiocards,

teaching machine materials, and

CAI programs. Each of these materials was used by 30 percent or less of the teacher sample.

Use of Locally Produced Media Material (Table 143).

Table 143: Senior High Teachers' Estimates of Use of Locally Produced Media Materials in Rank Order

Materials Item	Some Use n=37		Frequent Use n=37	
	Rank	% of Teachers Reporting Use	Rank	% of Teachers Reporting Use
Videotapes	1	49	4	5
Slides	2	46	4	5
Overhead Transparencies		46	1	22
Art Prints/Study Prints	4	35	2	17
Games/Simulations		35	6	3
Slide/Audiotapes	6	32	6	3
Cassette Audiotapes	7	30	3	8
Printed Programmed Materials	8	27	6	3
Other 3-Dimensional Materials	9	24	6	3
Audiodiscs	10	22	11	0
Reel Audiotapes		22	11	0
8mm Motion Pictures		22	6	3
16mm Motion Pictures		22	11	0
Kits		22	11	0
Sound Filmstrips	15	19	11	0
CAI Programs		19	11	0
Silent Filmstrips	17	16	11	0
8mm Motion Picture Loops	18	14	11	0
Teaching Machine Materials		14	11	0
Audiocards	20	8	11	0

Locally produced media items were not used by the majority of senior high teachers. The locally produced media items used by the largest numbers of students were

recorded videotapes,

slides,

overhead transparencies,

art prints/study prints, and

games/simulations. None of the items was used by half of the senior high teachers. There were no locally produced media materials, however, that were not used by some portion of the teacher sample.

The locally produced materials item for which frequent use was reported by the largest number of senior high teachers was overhead transparency. Only two items were used daily or weekly by more than 10 percent of the teacher sample; these items were overhead transparencies and art prints/study prints.

When the use of commercially produced media materials and locally produced media materials were compared, it was evident that commercially produced materials were used by more teachers and with greater frequency than were locally produced materials. Approximately twice as many teachers (97 percent) indicated use of the first-ranked commercially produced media material (16mm motion picture) as teachers indicated use of the first-ranked locally produced media material (49 percent indicated use of recorded videotape). Thirteen commercially produced media materials were used by at least 50 percent of the senior high teachers; these were

16mm motion pictures,

sound filmstrips,

slides,
overhead transparencies,
art prints/study prints,
cassette audiotapes,
silent filmstrips,
recorded videotapes,
kits,
games/simulations,
audiodiscs,
reel audiotapes, and
other three-dimensional materials.

No locally produced media material was used by more than 50 percent of the senior high teachers.

Summary

Some comparisons can be made of the teacher responses from all three levels--elementary, junior high, and senior high.

The predominant use of commercially produced as compared to locally produced materials was common to all three levels. The percentage of teachers reporting some use of these materials was approximately the same at all levels. Fewer senior high teachers, however, reported use of locally produced materials than did elementary and junior high teachers.

Overall, more elementary teachers appeared to use commercially produced media than did junior high and senior high teachers. The average percentage of elementary teachers reporting use of the twenty media materials was 61.1 percent. The average for junior high teachers was 56.15 percent; for senior high teachers the average was 57.15 percent.

Junior high teachers on the average used locally produced materials more than did their counterparts in the elementary and senior high schools. The average percent of junior high teachers who indicated use of the locally produced media materials was 30.3 percent. The percentages for elementary and senior high teachers were 23 percent and 26.2 percent, respectively.

The use of individual items varied among the three levels. Specific information can be gained for any particular commercially produced item by comparison of Tables 136 (page 178), 139 (page 188), and 142 (page 195). For example, the commercially produced material used by the most elementary teachers was cassette audiotape; 16mm motion picture was the material for which more junior high and senior high teachers indicated use. The material used by the least number of elementary teachers was CAI programs. In both junior high and senior high, the recorded audiocard was used by the least number of teachers.

A comparison among levels for use of particular locally produced media materials can be gained by comparing Tables 137 (page 181), 140 (page 190), and 143 (page 198). The locally produced material used by the most elementary teachers and junior high teachers was overhead transparency. Senior high teachers' responses indicated that recorded videotape was the most heavily used locally produced media material. The media material used by the least number of teachers was CAI program in the elementary school and recorded audiocard at both secondary levels.

CHAPTER 6

Variations in the Use of Media
Among Curricular Subject Areas

The need to explore the use of media in instructional programs by curricular subject areas led to the development of Forms J and K (see Appendix G) to capture the perceptions of library media specialists concerning this use. Information was gathered to answer the questions:

(1) In which subject areas are media materials used most frequently for instructional purposes?

(2) Are there differences between subject areas in the kinds of media materials used?

(3) In which subject areas has instruction been least affected by media?

For the purpose of this section of the study, the media materials items were consolidated into seven categories: Audio, Projected, Television, Kits, Printed/Pictorial, Three-Dimensional, and Automated Learning. This consolidation was done in order to minimize the repetitive nature of the forms used in the study. It was felt that expansion and amplification of the responses to this somewhat abbreviated form could be gained by correlation with the teachers' responses and the detailed responses of library media specialists as described in Chapters 3 and 4. The library media specialists were asked to estimate the frequency of use of each media category in the teaching of certain areas of curriculum. Separate forms for elementary and secondary levels were prepared listing the subjects likely to be found at each level. The instructional areas included eleven subject areas for elementary schools and thirteen areas for secondary schools with an "Other" area in each level to allow for special programs that might be found within a specific school. The frequency of use scale employed was the same as had been used on the previously described forms. Responses were given on a four-point scale: (1) Daily on the average; (2) Weekly on the average; (3) Occasionally, once or twice a month, many times a year, intermittently; (4) Infrequently, once or twice a year, seldom, rarely. A library media specialist could invoke an implied "No" response contained in the scale by failing to chose any of the four responses.

There was some concern on the part of the staff that library media specialists would be unable to relate to this form because of its format or because of uncertainty about the use of media materials in the instruction of each of the curricular areas. However, in the interviews only one or two library media specialists showed any hesitation or uncertainty in their responses to the questions. Library media specialists in secondary schools generally seemed to find it easier than elementary library media specialists to respond in terms of subject areas, perhaps because of the clear definition of teaching areas in the secondary schools as contrasted with the elementary schools.

The data from the secondary level can be verified to some degree by examining the responses of the secondary teachers in each subject area as shown in Chapter 5. Two factors affecting any attempt at comparing the data collected from the library media specialists and that collected from the teachers must be kept in mind: (1) the size of the teacher sample was not uniform among subject areas with some areas not well represented in number; (2) the selection of the teacher sample did not guarantee that it would be absolutely representative of the entire teacher population; (3) the forms used were not directly comparable. Even so, enough similarities exist that comparisons can be made.

Use of Media Materials in Elementary Curricular Areas

The form used with elementary school library media specialists (see Appendix G) identified eleven curricular subject areas: Art, English Language Arts, Foreign Language Arts, Guidance and Counseling, Health and Safety Education, Mathematics, Music, Physical Education, Reading, Science, and Social Studies. There was also an Other area to allow the recording of media use in programs that might not be adequately covered otherwise. Three such programs were identified by the library media specialists: a Specific Learning Disabilities program, a program for children with auditory and/or speech problems, and a library media skills program.

Table 144 is a compilation of the responses of the elementary school library media specialists when asked to estimate the frequency of use of media materials in the teaching of the listed curricular areas. The left-hand column contains the curricular subject areas including the three programs listed under Other. The number of responses varied among subject areas; the column labeled "n" shows the

TABLE 144: Elementary Library Media Specialists' Estimates of Media Materials in Curricular Subject Area

Curricular Subject Area	n	Media Materials																													
		Audio					Projected					Television					Kits					Printed/Pictorial					3-Dimensional				
		*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Art	13	0	0	23	54	23	0	23	46	23	8	0	0	8	23	69	0	0	23	23	54	15	8	69	0	8	0	8	46	23	23
English Language Arts	14	50	29	14	7	0	64	36	0	0	0	14	21	7	0	62	21	36	36	7	0	14	14	50	14	7	7	14	21	29	29
Foreign Language Arts	1	100	0	0	0	0	0	0	100	0	0	0	0	0	0	100	0	0	0	0	100	0	100	0	0	0	0	0	0	0	100
Guidance and Counseling	4	25	50	0	0	25	0	75	25	0	0	0	20	25	25	50	0	25	25	25	25	25	25	0	50	0	0	25	0	25	50
Health and Safety	14	0	7	36	36	21	21	36	43	0	0	0	7	21	14	62	0	14	36	21	29	21	14	43	14	7	0	14	29	14	43
Mathematics	14	21	21	21	29	7	36	36	29	0	0	0	0	29	21	50	21	29	21	21	7	21	14	29	29	7	43	43	14	0	0
Music	13	62	15	23	0	0	0	31	46	15	8	0	0	8	38	54	8	15	15	31	31	8	8	23	38	23	15	31	0	23	31
Physical Education	14	29	7	36	14	14	0	0	29	43	29	0	0	0	29	71	0	0	7	36	62	0	7	21	7	64	7	7	0	7	79
Reading	14	50	29	21	0	0	62	29	7	0	7	7	21	14	7	50	50	36	0	7	7	29	31	14	14	21	21	7	21	14	36
Science	14	14	7	43	36	0	50	21	29	0	0	0	7	29	0	64	36	14	21	14	14	36	21	36	0	7	36	29	14	14	7
Social Studies	14	29	21	50	0	0	86	7	7	0	0	7	14	21	0	62	36	36	21	0	7	43	43	7	7	0	7	7	43	14	29
Other:																															
SLD	1	100	0	0	0	0	100	0	0	0	0	0	0	0	0	100	100	0	0	0	0	0	100	0	0	0	100	0	0	0	0
Auditory/Speech	1	0	100	0	0	0	0	0	0	0	100	0	0	0	0	100	0	100	0	0	0	0	100	0	0	0	100	0	0	0	0
Library Media Skills	0	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100

*D = Daily W = Weekly O = Occasionally I = Infrequently N = Never

Responses expressed as percentages

number of library media specialists who responded to questions concerning media use for that particular subject area. For example, 13 library media specialists responded to questions concerning art instruction, 14 to questions about English Language Arts instruction, etc. The variation in number of responses is the result of uneven distribution among schools of programs in some curricular areas. Only 14 of the 15 elementary schools are represented in this part of the report. One elementary school library media specialist did not respond to this part of the survey interview, citing an inability to separate media use by subject area. The categories of media materials are shown across the top of the table. The columns underneath each category contain the percentage of library media specialists who chose that particular frequency of use response for that category of media. For example, when asked how frequently audio items were used in English Language Arts instruction in their schools, 50 percent of the library media specialists answered "Daily," 29 percent answered "Weekly," 14 percent answered "Occasionally," and 7 percent answered "Infrequently." No library media specialist chose the "Never" response in that instance.

There was almost no recorded use of Automated Learning in the elementary schools. Therefore, that category of media materials has been deleted from the analysis and discussion presented in this section.

In order to determine in which subject areas nonprint media was being used most frequently, an analysis was made for each subject area of the responses falling into the Daily and Weekly categories. Those curricular subject areas in which media was used most frequently were

Reading, in which 60 percent of the use of media was at least Weekly, Social Studies (56 percent Daily or Weekly use), and English Language Arts (55 percent Daily or Weekly use). The subject areas in which media was used least frequently were Art (9 percent Daily or Weekly use), and Physical Education (10 percent Daily or Weekly Use). Some qualification of this analysis is necessary because of the variations in patterns of instruction in the curriculum. For example, several library media specialists remarked that media was used quite often for instruction in Health and Safety but that instruction in this curricular area was limited to only a few weeks of the school year. This heavy concentration of media use within a short time period would not necessarily show on the frequency of use scale being used in this study.

Projected media is the type of media for which most library media specialists reported use, while Television is the media for which the least use was reported. It is significant, of course, that under the Projected heading are included ten different nonprint media (filmstrips, 8mm motion picture, etc.).

Some exceptions to the predominance of Projected media are interesting to note. For example, in Mathematics instruction, Three-Dimensional Materials were rated more likely to be used both Daily and Weekly than were Projected media. In Music instruction Audio was used in more schools and both Audio and Three-Dimensional Materials were more likely to be used at least weekly than Projected Media. In Physical Education instruction, Audio was the media group used in more schools and more likely to have frequent use. The most frequent use of Projected media was in English Language Arts instruction; every library media specialist surveyed said that Projected media was used at least weekly in that curricular area.

The curricular area recording the largest non-use of Projected media was Physical Education, where 29 percent of the library media specialists indicated that Projected media was not used in instruction. There was one response of no use of Projected media in Art, Music, and Reading. In each of the remaining curricular areas there was at least some use of Projected media in each of the schools in the survey.

Television seemed to be used for instruction very infrequently. Eleven percent of the responses for the use of television indicated daily or weekly use; 29 percent indicated occasional or infrequent use; 60 percent indicated no use for instructional purposes. All but 13 percent of the elementary schools in the survey had television receivers/monitors, and 33 percent had television cameras. One interesting fact about use of television occurs in English Language Arts. Television was used for English instruction in only 38 percent of the schools; however, almost all of that use was frequent.

Art. Both Projected media and Printed/Pictorial were used by 92 percent of the teachers for Art instruction. Use of Three-Dimensional Materials and Audio media was indicated by 77 percent of the library media specialists. Use of any media materials was, generally, not frequent, most responses falling in the Occasional and Infrequent categories.

English Language Arts. According to the library media specialists, Projected media was used for instruction in English Language Arts at least weekly in every school; 64 percent of the library media specialists indicated daily use. Other media groups which every library media specialist said were used in English Language Arts instruction were Audio and Kits, with 79 percent of the use of Audio materials characterized as daily.

Foreign Language Arts. Only one program of Foreign Language instruction was found in the elementary school sample. That program made frequent use of Audio and Printed/Pictorial media and occasional use of Projected media.

Guidance and Counseling. All Guidance and Counseling programs used Projected and Printed/Pictorial media. Frequent use was made of Audio materials in 75 percent of the programs.

Health and Safety. Projected media was used in every Health and Safety program, according to the library media specialists. The only other media group for which at least half of the library media specialists indicated use was Three-Dimensional Materials. Some use was indicated, however, for all the media groups.

Mathematics. Use of Projected media and Three-Dimensional Materials in mathematics instruction was reported by every library media specialist. Frequent use was reported by 72 percent of the sample for Projected media and 86 percent for Three-Dimensional Materials. Use of Audio, Kits, and Printed/Pictorial media was reported by 93 percent of the library media specialists.

Music. All library media specialists said that Audio media was used for music instruction; 92 percent reported the use of Projected media. Use of Kits, Printed/Pictorial, and Three-Dimensional Materials was reported by at least half of the sample.

Physical Education. Audio and Projected media were used in at least half of the elementary schools for Physical Education instruction. Except for these two media areas, media was not used in Physical Education to any great extent.

Reading. All library media specialists reported the use of Audio media for reading instruction, with 79 percent of the use being frequent. Ninety-three percent of the library media specialists reported the use of Projected media and Kits. In half of the schools, Television was used for Reading instruction.

Science. The heaviest use of media was recorded for Science instruction. All library media specialists reported the use of Audio and Projected media; 93 percent reported the use of Printed/Pictorial media and Three-Dimensional Materials. The only medium not used in most science instruction was Television.

Social Studies. All library media specialists reported use of Audio, Projected, and Printed/Pictorial media; 93 percent reported use of Kits. Television was not used in most Social Studies instruction.

Specific Learning Disabilities. Daily use was made of Audio and Projected media, Kits, and Three-Dimensional Materials. Printed/Pictorial media was used weekly. Television was not used.

Auditory/Speech. Audio media, Kits, Printed/Pictorial media, and Three-Dimensional Materials were all used weekly. Projected media and Television were not used.

Library Media Skills. Kits and Three-Dimensional Materials were used daily. Projected media were used weekly. Printed/Pictorial Materials were used infrequently.

Use of Media Materials in Junior High Curricular Areas

The eight junior high library media specialists were asked to respond to the question of the use of media for instructional purposes in thirteen curricular subject areas. The areas were Art, Business, Health, Home Economics, English, Foreign Language, Math, Music, Physical Education, Science, Social Studies, Vocational Education, and Guidance.

Only one of the eight schools included a program in Business. The responses for that curricular area are included in Table 145 but have been eliminated from the analysis and discussion.

The responses of the junior high library media specialists are shown in Table 145. The curricular subject areas are listed in the left-hand column; the media groups are given across the top of the page. Under each group can be found the percentage of media specialists who indicated that pattern of use for each media group.

The groups of media are ranked below according to how often they were used in the subject areas (according to library media specialists from most use to least use).

1. Projected
2. Audio
3. Printed/Pictorial
4. Kits
5. Television
6. Three-Dimensional Materials
7. Automated Learning Materials

When teachers were surveyed (see Chapter 5), they were asked to respond to questions concerning the use of individual media instead of the groups of media used in the subject area survey. In order to compare library media specialists' responses and teacher responses,

Table 145: Junior High Library Media Specialists' Estimates of Media Materials
Use in Curricular Subject Area

Curricular Subject Area	n	Media Materials Audio					Projected					Television					Kits					Printed/Pictorial					3-Dimensional					Automated				
		*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Art	8	13	13	38	0	38	25	38	38	0	0	0	0	25	25	50	0	25	0	13	63	13	38	13	25	13	13	25	0	13	50	0	0	0	13	88
Business	1	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Health	3	0	33	33	0	33	0	67	33	0	0	0	0	67	0	33	0	0	33	33	33	0	0	33	0	67	0	0	33	0	67	0	0	0	0	100
Home Economics	6	0	0	17	33	50	17	0	17	17	0	0	0	17	17	67	0	33	0	17	50	0	17	17	0	67	0	17	0	0	83	0	0	0	0	100
English Language Arts	8	38	38	13	13	0	75	25	0	0	0	0	50	13	25	13	0	38	38	0	50	0	13	50	13	25	13	13	25	0	50	13	0	0	0	88
Foreign Language Arts	5	60	40	0	0	0	40	20	40	0	0	0	0	20	40	40	0	0	40	0	60	20	20	20	20	20	0	20	0	0	80	0	0	0	0	100
Math	7	0	0	14	43	43	29	43	29	0	0	0	0	0	29	71	0	29	0	0	71	0	14	29	0	57	14	14	0	0	71	0	0	0	0	100
Music	7	71	14	0	14	0	14	14	57	0	14	0	0	43	29	29	0	14	14	14	57	14	29	0	14	43	0	0	14	0	86	0	0	0	0	100
Physical Education	7	0	14	29	29	29	0	43	29	14	14	0	14	43	0	43	0	0	29	0	71	0	0	29	14	57	0	0	14	0	86	0	0	0	0	100
Science	8	13	13	63	0	13	100	0	0	0	0	0	13	50	13	25	13	13	13	25	38	13	50	13	13	13	13	25	0	0	63	0	0	0	0	100
Social Studies	8	38	25	25	13	0	75	25	0	0	0	0	25	38	25	13	38	25	0	13	25	13	13	25	25	25	0	25	25	0	50	0	0	0	0	100
Vocational Education	3	0	0	67	0	33	33	67	0	0	0	0	0	33	33	33	0	0	33	33	33	0	0	67	33	0	0	33	0	0	67	0	0	0	0	100
Guidance and Counseling	5	0	0	20	20	60	0	0	60	20	20	0	0	0	40	60	0	0	20	0	80	0	0	20	0	80	0	0	0	0	100	0	0	0	0	100

D = Daily W = Weekly O = Occasionally I = Infrequently N = Never

Responses expressed as percentages

the teachers' responses for commercially prepared media items with the most recorded use in each group was used. Using this method, teachers ranked the groups of media as follows:

1. Projected
2. Audio
3. Printed/Pictorial
4. Television
5. Kits
6. Three-Dimensional Materials
7. Automated Learning Materials

Comparing the two rankings it can be seen that teachers and library media specialists disagreed only in the use of Television and Kits where their order is simply reversed. Library media specialists and teachers agree that, in general, Projected, Audio, and Printed/Pictorial media are the most used in junior high schools. Specific subjects, however, varied somewhat from these rankings. For example, Foreign Language Arts and Music depended more heavily on Audio media than on Projected media.

Projected media was ranked by library media specialists and teachers as either first or second in all subject areas. English Language Arts and Social Studies used Television more than any other subject areas, according to library media specialists. Automated teaching materials were ranked last in all subject areas by library media specialists. Social Studies, Science and English Language Arts subject areas used media more often than the other subject areas.

Art. Art teachers ranked Printed/Pictorial Materials, which included art prints/study prints, as being the most used type of media. Library media specialists ranked prints second. Art prints/study prints were the only medium which the art teachers surveyed said were used more often than occasionally. Art teachers and library media specialists disagreed also on the ranking of Audio materials. Teachers ranked them last in use; library media specialists ranked Audio third. Only 33 percent of the art teachers used Audio materials at all and then only infrequently. The teachers rank Automated materials third; library media specialists ranked them last. One of the art teachers used Printed Programmed Materials weekly.

English. Media specialists perceived English teachers using Projected media most often and Automated Learning Materials least often; the teachers agreed regardless of whether the materials were locally or commercially prepared. The greatest difference in ranking occurred with Television. Library media specialists ranked it third in use. Teachers ranked commercially prepared videotapes sixth and locally prepared videotapes second.

Mathematics. Math teachers reported very little use of locally prepared media items. Library media specialists reported more use by math teachers than the teachers reported. Library media specialists ranked Printed/Pictorial materials, especially art prints/study prints second or third; 14 percent said this medium was used weekly and 29 percent responded occasionally. Teachers ranked Printed/Pictorial last; no use was reported. Teachers ranked Kits and Automated Learning materials higher than library media specialists did; Kits were said to be the most used media group by math teachers.

Science. Science teachers and library media specialists generally ranked the media materials similarly. However, the library media specialists' ranked Three-Dimensional Materials sixth while the teachers ranked them third. Library media specialists thought recorded videotapes were used slightly more often than teachers did.

Social Studies. Library media specialists and teachers generally agreed in the ranking of commercial materials. There were small differences when locally prepared materials were considered. Three-Dimensional Materials were ranked sixth by library media specialists and, if locally prepared, third by teachers.

Health and Safety. Projected media was the only group which all library media specialists said was used for instruction in the health and safety areas. Projected and Audio were the two media groups for which frequent use was reported.

Home Economics. Use of Projected media was reported by all the library media specialists; frequent use was indicated by 67 percent. Other media whose use was reported by at least half of the library media specialists were Audio and Kits.

Foreign Language Arts. Audio and Projected media use in foreign language instruction was reported by all the library media specialists. Use of Audio was more frequent than use of Projected, according to the library media specialists. Foreign language teachers ranked Television third in use. Very little use of Three-Dimensional Materials and no use of Automated Learning were reported.

Music. Use of Audio materials in music instruction was indicated by all the library media specialists; 85 percent of that use was frequent. Eighty-six percent of the library media specialists reported the use of Projected materials in music instruction; however, this use was generally occasional in frequency. Use of Television for music instruction was reported by 71 percent of the library media specialists; this was one of the areas that appeared to make the most use of that medium.

Physical Education. There was no media group for which use in physical education instruction was reported by all library media specialists. Eighty-six percent indicated use of Projected media; 71 percent said that Audio materials were used. Use of these media groups was not frequent.

Vocational Education. Projected media and Printed/Pictorial materials were used in instruction in vocational education in every school, according to the library media specialists. All use of Projected media was frequent. One-third of the library media specialists indicated use of Three-Dimensional Materials; all of that use was characterized as Weekly.

Guidance and Counseling. Eighty percent of the library media specialists said that Projected media were used in the guidance and counseling program; there was no other media group for which at least half of the library media specialists reported use. No instances of frequent use were reported.

Use of Media Materials in Senior High Curricular Areas

Table 146 shows the responses of the senior high library media specialists concerning the use of media in instructional programs in specific curricular areas. The curricular areas are listed in the left-hand column. The media groups are given across the top of the page. The percentage of library media specialists who chose each particular pattern of use can be read under the media groups.

Table 146: Senior High Library Media Specialists' Estimates of Media Materials Use in Curricular Subject Area

Curricular Subject Area	n	Media Materials																																		
		Audio					Projected					Television					Kits					Printed/Pictorial					3-Dimensional					Automated				
		*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Art	7	14	14	14	29	29	43	29	29	0	0	0	0	43	29	29	14	14	29	14	29	29	0	71	0	0	0	29	0	14	57	0	0	14	29	57
Business	7	29	14	29	0	29	57	0	43	0	0	0	0	14	57	29	0	29	0	29	43	0	0	14	43	43	0	0	0	29	71	0	0	14	29	57
Health	6	0	33	33	17	17	0	67	33	0	0	0	0	17	50	33	0	17	17	17	50	0	17	33	17	33	0	17	0	17	75	0	17	17	17	50
Home Economics	7	29	29	0	29	14	29	57	14	0	0	0	14	29	14	43	0	14	43	0	43	0	29	29	14	29	0	14	0	29	57	0	0	14	29	57
English Language Arts	7	43	43	0	0	14	100	0	0	0	0	14	14	71	0	0	29	29	0	0	43	14	14	29	14	29	0	0	0	29	71	14	0	14	14	57
Foreign Language Arts	7	71	14	0	0	14	29	43	29	0	0	0	14	29	29	29	0	14	0	29	57	0	14	43	14	29	0	0	0	29	71	0	14	29	0	57
Math	7	14	0	43	29	14	29	14	57	0	0	0	43	0	29	29	0	0	29	14	57	0	0	43	14	43	14	14	0	14	57	14	29	14	0	43
Music	7	57	29	0	0	14	0	29	43	14	14	0	0	29	43	29	0	14	29	14	43	0	29	0	29	43	0	0	0	29	71	0	0	14	29	43
Physical Education	7	14	29	29	14	14	29	0	71	0	0	0	43	29	14	14	0	0	29	29	43	0	14	29	14	43	0	0	14	14	71	0	0	14	29	43
Science	7	29	43	0	14	14	100	0	0	0	0	0	43	57	0	0	14	43	0	14	29	0	14	57	14	14	0	43	0	0	57	0	0	29	14	43
Social Studies	7	43	29	14	0	14	100	0	0	0	0	14	29	57	0	0	29	29	0	0	43	14	29	43	14	0	0	0	14	14	71	0	0	14	29	43
Vocational Education	6	17	33	17	17	17	33	17	33	17	0	0	0	17	33	50	0	33	0	17	50	0	17	17	17	50	0	0	17	17	67	0	0	17	17	67
Guidance and Counseling	6	0	17	33	33	17	0	33	50	17	0	0	0	0	100	0	17	0	17	33	33	17	0	33	33	17	0	0	0	33	67	0	0	17	33	50

* D = Daily W = Weekly O = Occasionally I = Infrequently N = Never

Responses expressed as percentages

The media groups were ranked as to use as was done for the junior high responses. According to the responses of the library media specialists the rank order was:

1. Projected
2. Audio
3. Television
4. Printed/ Pictorial Materials
5. Kits
6. Automated Teaching Materials
7. Three-Dimensional Materials

According to the responses of the teachers the rank order was:

1. Projected
2. Audio
3. Printed/Pictorial Material
4. Television
5. Kits
6. Three-Dimensional Materials
7. Automated Learning Materials

There is no significant difference in the two rankings. Both groups' responses rank Projected media number one and Audio media number two. It can be assumed then that library media specialists on the whole have an accurate idea of media use in their schools.

Projected media is used most often by almost all subject areas. According to library media specialists only health, home economics, foreign languages, and music use Audio more often than Projected media. The only subject areas where other types of media were used more often than Projected and Audio media were guidance and counseling, where Printed/Pictorial Materials were used as often as Projected; mathematics, where Automated Learning Materials were the second most used media group with Audio materials; and art, where Printed/ Pictorial materials were ranked second after Projected media.

Art. Art teachers and library media specialists agreed that Printed/Pictorial materials were used often. Two-thirds of the teachers used commercially prepared art prints/study prints frequently; it was the only medium which any art teacher reported using daily. Library media specialists ranked Projected media first with Printed materials second in use in Art instruction.

Art teachers' responses ranked recorded videotapes higher than library media specialists did and Kits lower; 67 percent of the teachers used videotapes, both those produced commercially and those produced locally. Seventy-one percent of the media specialists reported use of Television.

English Language Arts. Library media specialists and English teachers generally agreed on the media rankings. Projected media were used most often; all library media specialists reported daily use. Teachers ranked commercially produced Projected media in the following order: 16mm films, silent filmstrips, sound filmstrips, overhead transparencies, 8mm films and 8mm film loops. Television was reported being used relatively often. Only 10 percent of the teachers reported no use of commercial videotapes. All media specialists said teachers used television occasionally or more often.

Foreign Language Arts. The foreign language teachers ranked commercial Audio materials first in use, but only fourth or fifth if the audiotapes were locally prepared. Printed/Pictorial materials were the most used locally prepared items. All teachers reported weekly use of art prints/study prints. Fourteen percent of the library media specialists reported weekly use of art prints/study prints while 43 percent reported occasional use, and 43 percent reported little or no use. Teachers reported occasional and weekly use of games/simulations which were considered Three-Dimensional materials. All library media specialists reported little or no use of Three-Dimensional materials.

Science. Science teachers did not use locally prepared materials very frequently. Projected media were used in all schools for science instruction, according to the library media specialists; and use occurred daily. Television was also reported in use in science instruction by all the library media specialists; the use was weekly or occasional. Every media group was used by some teachers, according to the library media specialists.

Social Studies. Both commercial and locally produced items were ranked similarly by social studies teachers in the following order: Projected, Three-Dimensional Materials, Audio, Kits, Television, Printed/Pictorial, Automated Learning Materials. Media specialists perceived the use of Three-Dimensional Materials as being much less than teachers reported. Games/simulations were used by 90 percent of the teachers. Only 29 percent of the library media specialists reported use of Three-Dimensional Materials. All library media specialists said Projected media were used daily. All library media specialists reported little or no use of Three-Dimensional Materials.

Business. All library media specialists reported the use of Projected media in Business instruction; 57 percent of that use was considered to be Daily. Other media groups reported used by at least half of the senior high media specialists were Audio, Television, Kits, and Printed/Pictorial.

Health and Safety. Projected media was used for instruction in this curricular area according to all the library media specialists; 67 percent of the use was Weekly. Other media groups for which use was reported by at least half of the library media specialists were Audio, Television, Kits, Printed/Pictorial, and Automated Learning Materials.

Mathematics. Projected media was the only group that every library media specialist said was used in mathematics instruction. Audio was reported used by 86 percent of the library media specialists. There was no media group that was not used to some extent for mathematics instruction. Overall use of media did not appear to be frequent.

Music. There was no media group that was reported used in music instruction by every library media specialist. Eighty-six percent indicated that Audio and Projected media were used. Except for Three-Dimensional Materials, use was indicated for every media group by at least half of the senior high library media specialists.

Physical Education. All library media specialists reported the use of Projected media in physical education instruction. Other media groups for which use was indicated by at least half of the media specialists were Audio, Television, Kits, Printed/Pictorial, and Automated Learning Materials.

Vocational Education. The use of Projected media was reported by every library media specialist; 50 percent of that use was frequent. Vocational education instruction also used Audio materials, according to 83 percent of the library media specialists. Half of the library media specialists also indicated the use of Television, Kits, and Printed/Pictorial.

Guidance and Counseling. Projected media and Television were used in all the guidance and counseling programs. Use in 83 percent of the programs was indicated for Audio and Printed/Pictorial. The use of media in guidance and counseling programs did not appear to be frequent; most responses fell in the categories of occasional or infrequent use.

CHAPTER 7

Production of Media Materials

Another measure of the utilization of media in the schools was the extent to which media materials were produced within the schools and the systems. It was assumed that the level of production activity could serve as one indicator of the value which teachers and library media specialists placed on media as instructional tools since production of original instructional materials tailored to an individual situation is a time consuming activity.

Information concerning production activities was gathered from both library media specialists and teachers. The second part of the Teacher Use form (see Appendix F) asked teachers to estimate their production of media software items for the past school year.

An attempt was made to collect hard data on production activities in schools with Form L, Production Survey - Local (see Appendix H). As with other attempts to collect hard data, the production survey was not successful. Very few schools kept any kind of record of production activity. Where this information was available, it was originally collected for other purposes so that it existed in a variety of forms. One school provided forms which were filled out for each job request the teachers or library media specialist made of the audiovisual technician; these forms were sampled and the figures recorded. In another school a production log was kept in order to provide justification for a request for funds with which to purchase production supplies. This type of data was not available frequently enough, however, to draw any conclusions based upon it.

Form M, Current Production Activity - Local (See Appendix I), asked library media specialists to estimate the media materials production activity for teachers, library media staff, students, and system personnel (done at the request of their schools). The production levels were estimated by asking library media specialists two questions:

(1) How often was each media material produced by each group (teachers, library media staff, students, system personnel)?

(2) How frequently did each group use each media production equipment item?

Responses were registered on a four-point scale:

(1) Daily on the average;

(2) Weekly on the average;

(3) Occasionally, once or twice a month, many times a year, intermittently;

(4) Infrequently, once or twice a year, seldom, rarely.

A "no" or "never" response could also be registered by failure to choose one of the four responses.

Table 147 contains the responses of the elementary library media specialists to these questions; responses of the junior high library media specialists can be found in Table 148; Table 149 contains the responses for senior high library media specialists. These tables contain the media materials and equipment in the left-hand column. The other four columns contain the responses of the library media specialists concerning production activity by each group: teachers, library media staff, students, system personnel. All figures are expressed as percentages of the number of library media specialists responding to the question; that number is given as "n." For example, in Table 147 it can be seen that when asked how often teachers produced reel audiotapes, 0 percent of the elementary library media specialists responded "Daily," 27 percent responded "Weekly", 20 percent responded "Occasionally," 27 percent responded "Infrequently," and 27 percent responded "Never."

Library Media Specialists' Estimates of Media Production Activity in Elementary Schools

Production by Teachers. Elementary library media specialists were asked which instructional materials were produced by teachers at their schools and how frequently this production was done. Responses are shown in Table 147.

The only type of media that was mentioned by every library media specialist as being produced by teachers was overhead transparency. Fourteen library media specialists (93 percent) indicated that cassette audiotapes were produced by the teachers, seven of those fourteen indicating frequent production (Daily or Weekly), and the other half indicating that cassette audiotapes were produced occasionally. Other types of instructional materials listed by at least half of the library media specialists as being produced by teachers were

reel audiotapes,
audiocards,
slides,
slide/audiotapes,

TABLE 147: Elementary Library Media Specialists' Estimates of Current Production of Media Materials

Media Materials & Equipment n = 15 (items 5-68)	Teachers					Media Staff					Students					System Staff				
	*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
5. Audiotapes, Reel	0	27	20	27	27	0	0	33	13	53	0	7	20	20	53	0	0	13	0	87
6. Audiotapes, Cassette	13	33	47	0	7	0	13	67	20	0	0	20	60	7	13	0	0	20	0	80
7. Audiocards, Recorded	0	13	33	0	53	0	0	0	0	100	0	7	20	0	73	0	0	0	0	100
8. 8mm Motion Pictures	0	0	13	13	73	0	0	7	13	80	7	0	20	7	67	0	0	0	0	100
9. 8mm Loops	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
10. 16mm Motion Pictures	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
11. Silent Filmstrips	0	0	7	7	87	0	0	0	7	93	0	0	27	13	60	0	0	7	0	93
12. Sound Filmstrips	0	0	0	7	93	0	0	13	7	80	0	0	40	20	40	0	0	0	0	100
13. Slides	0	0	47	27	27	0	0	33	20	47	0	0	60	13	27	0	0	13	0	87
14. Slide/Audiotapes	0	0	7	40	53	0	0	13	40	47	0	0	40	20	40	0	0	7	0	93
15. Overhead Transparencies	27	27	40	7	0	7	13	40	33	7	7	13	33	20	27	0	0	13	0	87
18. Videotapes	0	13	7	13	10	7	7	40	0	47	0	7	0	13	80	0	0	7	0	93
19. Kits	0	0	0	20	80	0	0	13	13	73	0	0	7	13	80	0	0	0	0	100
20. Art Prints/Study Prints	0	27	13	7	53	0	13	33	13	40	0	7	13	0	80	0	0	13	7	80
21. Games/Simulations	0	20	40	7	33	0	7	33	7	53	0	0	33	20	47	0	0	20	7	83
22. All other 3-Dimensional Materials	0	13	27	0	60	0	0	13	13	73	0	20	27	0	53	0	0	0	0	100
49. CAI Programs	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
51. Printed Programmed Materials	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
52. Teaching Machine Materials	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
53. Thermal Copiers	47	27	13	0	13	7	20	27	20	27	0	0	0	7	93	0	0	0	0	100
54. Diazo Printers	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
55. Primary Typewriters	27	27	13	7	27	0	0	13	7	80	13	0	7	7	73	0	0	0	0	100
56. Light Boxes	0	0	7	7	87	0	0	0	7	93	0	0	7	7	87	0	0	0	0	100
57. Lettering Devices	0	0	0	7	93	0	0	0	7	93	0	0	0	0	100	0	0	0	0	100
58. Dry Mount Presses	7	40	20	0	33	7	27	33	0	33	0	0	0	7	83	0	0	0	0	100
59. 8mm Motion Picture Cameras	0	7	0	7	87	0	0	0	13	87	7	7	7	0	80	0	0	0	0	100
60. 16mm Motion Picture Cameras	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
61. Rapid Process Cameras	0	0	0	7	93	0	0	7	0	93	0	0	0	0	100	0	0	0	0	100
62. 35mm Cameras	0	7	13	13	67	0	0	13	0	87	0	0	0	0	100	0	0	0	0	100
63. Other Still Cameras	7	7	13	20	53	0	7	40	7	47	0	7	40	7	47	0	0	0	0	100
64. Copystands	0	7	27.	33	33	0	0	40	27	33	0	7	40	20	33	0	0	0	0	100
65. Darkroom & Darkroom Equipment	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100

* D=Daily; W=Weekly; O=Occasionally; I=Infrequently; N=Never.

TABLE 147: Elementary Library Media Specialists' Estimates of Current Production of Media Materials (cont.)

Media Materials & Equipment	Teachers					Media Staff					Students					System Staff				
	*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
n = 15 (items 5-68)																				
66. Slide Duplicators	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
67. 8mm Motion Picture Editors	0	0	7	0	93	0	0	13	0	87	0	0	0	0	100	0	0	0	0	100
68. 16mm Motion Picture Editors	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
n = 14 (items 69-84)																				
69. Animation Stands	0	7	0	0	93	0	0	0	0	100	0	7	0	0	93	0	0	0	0	100
70. Film Inspection/Cleaning Devices	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
71. Projection Dissolve Controls	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
72. Projection/Sound Programmers	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
73. Sound Synchronizers	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
74. Microfilm Duplicators	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
75. Microfiche Duplicators	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
76. Audio Consoles	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
77. Audiotape Duplicators	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
78. Audio Mixers	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
79. Audio Compressors	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
80. Film Chains	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
81. Videotape Duplicators	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
82. Television Cameras	7	0	0	7	86	0	0	21	7	71	7	0	7	7	79	0	0	0	0	100
83. Television Cameras	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
84. Television Switchers	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100

art prints/study prints, and

games/simulations.

Videotapes were produced by teachers in one-third of the schools surveyed. Eight millimeter motion pictures were produced in 27 percent of the schools surveyed. According to the library media specialists, the types of media never produced by teachers in their schools were

8mm motion picture loops,

16mm motion pictures,

CAI programs,

printed programmed materials, and

teaching machine materials.

Analysis of the responses of the library media specialists to the question of teacher use of media production hardware supports the observations stated above. The items used by teachers in at least half of the schools surveyed according to the library media specialists were the

thermal copiers,

dry mount presses,

still cameras (other than rapid process or 35mm), and

copystands.

Production by Media Staff. When asked about their own production of instructional materials, the library media specialists responses indicated that cassette audiotape was the only type of media being produced by all fifteen library media specialists or their staff. Fourteen of the fifteen (93 percent) produced overhead transparencies. Other media items that were mentioned by at least half of the library media specialists as being produced by them or their staff were

reel audiotapes,
slides,
slide/audiotapes,
videotapes,
art prints/study prints, and
games/simulations.

Types of instructional media never produced by library media specialists in the survey were

audiocards,
8mm motion picture loops,
16mm motion pictures,
CAI programs,
printed programmed materials, and
teaching machine materials.

Library media specialists were more likely to produce videotapes than were teachers, according to the library media specialists' perceptions; 53 percent of the library media specialists indicated that they produced videotapes while only 33 percent indicated that teachers produced that media. Another difference in the production activities of library media specialists and teachers is that the production of recorded audiocards seems to be entirely the province of teachers, half of whom produced them while none of the library media specialists produced audiocards.

Analysis of the responses to the question of use of media production equipment shows the same production patterns as shown by the data from the materials portion of the questionnaire. However, a comparison of the data from the two portions of the questionnaire does present one interesting observation. Twenty-seven percent of the library media specialists recorded use by themselves or by their staff of television cameras, but 43 percent indicated that they or their staff did videorecording. One possible explanation of this inconsistency is that half of the videotape recordings that are made in elementary schools by the library media staff are of programs received from sources outside the school (i.e., broadcast over commercial channels or public television channels) rather than of activities originating from within the school.

Production by Students. There was no one type of media material that was being produced by students in all of the schools surveyed, according to the library media specialists. In 87 percent of the schools students were producing cassette audiotapes. Other types of instructional materials being produced by students in at least half of the schools surveyed were

reel audiotapes,
sound filmstrips,
slides,
slide/audiotapes,
overhead transparencies,
games/simulations, and
other three-dimensional materials.

Items never produced by students, according to the library media specialists, were

reel audiotapes,
sound filmstrips,
slides,
slide/audiotapes,
overhead transparencies,
games/simulations, and
other three-dimensional materials.

Items never produced by students according to the library media specialists were

8mm motion picture loops,
16mm motion pictures,
CAI programs,
printed programmed materials, and
teaching machine materials.

Production by System Personnel

Few of the library media specialists indicated that any of the instructional materials included in the study were produced for them or their teachers by the system level office. Of the items mentioned as being produced at that level for local school use, games/simultations were most often named (27 percent). The other items mentioned were cassette audiotapes, art prints/study prints (20 percent); reel audiotapes, slides, overhead transparencies (13 percent); and silent filmstrips, slides/audiotapes (6 percent).

When asked the frequency with which the system personnel produced these instructional materials, the most common response from the library media specialist was "occasionally." Seventeen of the 19 responses were in that frequency category. Two media specialists indicated that district production done for them was done "infrequently."

Media Specialists' Estimates of Media Production Activity in Junior High Schools

Eight junior high media specialists were included in the survey sample. Their responses to the question of production of media software items and use of media production hardware items are shown in Table 148.

Production by Teachers. The only media item produced by teachers in every junior high, according to library media specialists, was overhead transparencies; 88 percent of the library media specialists said that transparencies were produced by teachers at least weekly. Seven media specialists (88 percent) indicated that teachers produced audiotape cassettes, 50 percent indicating frequent production. Other items mentioned by at least half of the library media specialists as being produced by teachers in their schools were

reel audiotapes,
slides, and
slide/audiotapes.

Media items never produced by teachers according to library media specialists were

16mm motion pictures,
CAI programs,
printed programmed materials, and
teaching machine materials.

Production by Media Staff. Audiotape cassettes and overhead transparencies were both listed by every junior high library media specialist as items produced by either themselves or their staff, with frequent production of cassettes indicated by half of the library media specialists. Their production of overhead transparencies, although

Table 148: Junior High Library Media Specialists' Estimates of Current Production of Media Materials

Media Materials & Equipment	Teachers					Media Staff					Students					System Staff				
n = 8	*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Audiotape, Reel	0	13	38	13	38	0	25	13	13	50	0	25	13	0	63	0	13	0	13	75
Audiotape, Cassette	13	38	38	0	13	13	38	50	0	0	25	38	13	0	25	13	0	0	0	88
Audiocard, Recorded	0	0	13	25	63	0	0	0	0	100	0	13	0	0	88	0	0	0	0	100
8mm Motion Picture	0	0	25	0	75	0	13	13	0	75	0	25	25	0	50	0	0	0	0	100
8mm Loops	0	13	0	0	88	0	0	0	13	88	0	0	0	13	88	0	0	0	13	88
16mm Motion Picture	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Silent Filmstrips	0	0	0	13	88	0	0	0	13	88	0	13	0	13	75	0	0	0	0	100
Sound Filmstrips	0	0	0	25	75	0	0	13	25	63	0	0	13	25	63	0	0	0	0	100
Slides	0	25	38	0	38	13	13	38	13	25	0	25	25	25	25	0	0	0	13	88
Slide/Audiotape	0	13	25	13	50	0	13	25	25	38	0	13	25	13	50	0	0	0	13	88
Overhead Transparencies	63	25	13	0	0	25	0	38	38	0	13	0	38	25	25	0	0	0	13	88
Videotapes, Recorded	0	13	25	0	63	13	38	0	13	38	13	25	13	0	50	0	13	0	0	88
Kits	0	13	0	13	75	0	0	25	13	63	0	0	0	13	88	0	0	0	0	100
Art Prints/Study Prints	0	25	0	13	63	13	25	13	13	38	0	13	25	0	63	0	0	0	0	100
Games/Simulations	25	0	13	0	63	13	0	25	13	50	0	13	38	0	50	0	0	0	0	100
Other Three-Dimensional Materials	0	13	13	13	63	0	0	13	13	75	0	13	13	13	63	0	0	0	0	100
CAI Programs	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Printed Programmed Materials	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Teaching Machine Material	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Termal Copier	50	13	0	0	38	38	0	13	13	38	0	0	25	0	75	0	0	0	0	100
Diazo Printer	0	0	0	0	100	0	0	0	13	88	0	0	0	0	100	0	0	0	0	100
Primary Typewriter	0	25	38	0	38	0	13	13	0	75	0	0	13	13	75	0	0	0	0	100
Light Box	0	13	0	0	88	13	0	0	0	88	0	13	0	0	88	0	0	0	0	100
Lettering Device	0	0	13	13	75	0	13	13	0	75	0	13	0	0	88	0	0	0	0	100
Dry Mount Press	0	13	25	0	63	38	25	0	0	38	0	13	0	13	75	0	0	0	0	100
8mm Camera	0	0	13	13	75	0	13	13	0	75	0	13	25	0	63	0	0	0	0	100
16mm Camera	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Rapid Process Camera	0	0	0	0	100	0	0	0	13	88	0	0	0	0	100	0	0	0	0	100
35mm Camera	0	13	13	0	75	13	13	13	0	63	0	13	13	0	75	0	0	0	0	100
Other Still Camera	0	0	25	38	38	0	0	13	25	63	25	13	13	13	38	0	0	0	0	100

*D=Daily; W=Weekly, O=Occasionally; I=Infrequently N=Never

Table 148: Junior High Library Media Specialists' Estimates of Current Production of Media Materials (cont.)

Media Materials & Equipment	Teachers					Media Staff					Students					System Staff				
n = 8	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Copystand	0	13	25	25	38	0	25	25	13	38	0	13	25	13	50	0	0	0	0	100
Darkroom & Darkroom Equipment	0	0	13	25	63	0	13	0	13	75	13	13	13	13	50	0	0	0	0	100
Slide Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
8mm Motion Picture Editor	0	0	13	13	75	0	25	0	0	75	0	13	13	0	75	0	0	0	0	100
16mm Motion Picture Editor	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Animation Stand	0	0	0	13	88	0	13	0	0	88	0	13	0	0	88	0	0	0	0	100
Film Inspection/Cleaning Device	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Projector Dissolve Control	0	13	0	0	88	0	13	0	0	88	0	0	0	13	88	0	0	0	0	100
Projection/Sound Programmer	0	0	0	13	88	0	13	0	0	88	0	0	0	13	88	0	0	0	0	100
Sound Synchronizer	0	0	0	13	88	0	0	0	25	75	0	0	0	13	88	0	0	0	0	100
Microfilm Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Microfiche Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Audio Console	0	13	0	0	88	13	0	0	0	88	13	0	0	0	88	0	0	0	0	100
Audiotape Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Audio Mixer	25	0	0	0	75	13	13	13	0	63	13	0	13	0	75	0	0	0	0	100
Audio Compressor	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Film Chain	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Videotape Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Black & White Television Camera	0	13	0	25	63	13	13	13	13	50	13	13	13	0	63	0	0	0	0	100
Color Television Camera	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Television Switcher	0	0	0	0	100	13	0	13	0	100	13	0	13	0	100	0	0	0	0	100

done in every school, does not appear to be as frequent as teachers' production of the same item. Other media items produced by at least half of the library media specialists or their staff were

reel audiotapes,
slides,
slide/audiotapes,
videotapes,
art prints/study prints, and
games/simulations.

Media items never produced by the library media center staff were

audiocards,
16mm motion pictures,
CAI programs,
printed programmed materials, and
teaching machine materials.

It appeared that library media specialists or their staff were more likely to do videotape recording than were teachers. Sixty-three percent of the library media specialists said that they or their staff produced videotapes while 38 percent indicated that teachers produced them. Art prints/study prints were also more likely to be produced by library media specialists than by teachers, according to the library media specialists. On the other hand, audiocard recording appeared to be done by teachers rather than by the library media staff. The library media staff generally used the more sophisticated production equipment more often than either teachers or students. This equipment which usually did not leave the library media center, included the diazo printer, lettering devices, dry mount press, 35mm camera, and the copystand.

Production by Students. The only media item produced frequently by students in at least half of the junior high schools was audiotape cassette. Other media items that were produced by students in at least half the schools were

cassette audiotapes,
8mm motion pictures,
slides,
slide/audiotapes,
overhead transparencies,
videotapes, recorded, and
games/simulations.

Production by students of 8mm motion pictures was appreciably greater than production by either the library media staff or the teachers. One half of the library media staff indicated that 8mm motion pictures were produced by students while 25 percent listed production by teachers or library media center staff.

Media items never produced by students according to the library media specialists were

16mm motion pictures,
CAI programs,
printed programmed materials, and
teaching machine materials.

Production by System Personnel. Very few library media specialists reported system personnel doing any production of media material for them on request. Thirteen percent reported that the system produced cassette audiotapes on a daily basis, while 13 percent reported the weekly production of reel audiotapes. The infrequent production of reel audiotapes, 8mm film loops, slides, slide/audiotapes, and overhead transparencies was reported by 13 percent of the library media specialists.

Media Specialists' Estimates of Media Production Activity in Senior High Schools

Responses of the seven senior high school library media specialists to Form M are compiled in Table 149.

Production by Teachers. There was no media materials item that was mentioned by all senior high library media specialists as being produced by teachers in their schools. Eighty-six percent of the library media specialists said that cassette and reel audiotapes were produced by teachers. Other media items produced by teachers in at least half of the schools surveyed were

slides,
slide/audiotapes,
overhead transparencies,
videotapes, and
art prints/study prints.

Items which were never produced by teachers according to library media specialists were

audiocards,
sound filmstrip,

Table 149: Senior High Library Media Specialists' Estimates of Current Production of Media Materials

Media Materials & Equipment n = 7	Teachers					Media Staff					Students					System Staff				
	*D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Audiotape, Reel	0	0	71	14	14	0	29	29	14	29	0	14	71	0	14	0	0	14	14	71
Audiotape, Cassette	0	29	43	14	14	14	29	0	14	43	29	14	29	0	29	0	0	14	14	71
Audiocard, Recorded	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
8mm Motion Pictures	0	0	14	14	71	0	0	0	14	86	14	29	43	0	14	0	0	0	29	71
8mm Loops	0	0	14	14	71	0	0	0	14	86	0	0	14	0	86	0	0	0	14	86
16mm Motion Pictures	0	0	14	14	71	0	0	14	0	86	0	0	14	14	71	0	0	0	43	57
Silent Filmstrips	0	0	0	14	86	0	0	0	0	100	0	0	0	0	100	0	0	0	14	86
Sound Filmstrips	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Slides	0	0	57	14	29	14	0	14	14	43	14	14	29	29	14	0	0	0	29	71
Slide/Audiotapes	0	0	14	43	43	0	14	0	14	71	0	14	14	29	43	0	0	0	43	57
Overhead Transparencies	29	14	14	0	43	29	14	29	0	29	14	14	14	14	43	0	0	14	43	43
Videotapes, Recorded	0	29	29	0	43	14	0	14	29	43	14	14	43	14	14	0	0	0	0	100
Kits	0	0	0	29	71	0	0	14	14	71	0	0	14	14	71	0	0	0	29	71
Art Prints/Study Prints	0	14	14	29	43	14	14	14	14	43	14	0	29	14	43	0	0	29	14	57
Games/Simulations	0	0	0	14	86	0	0	0	29	71	0	0	14	0	86	0	0	0	29	71
Other Three-Dimensional Materials	0	0	14	0	86	0	0	0	0	100	0	0	0	14	86	0	0	0	14	86
CAI Programs	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Printed Programmed Materials	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Teaching Machines Materials	0	0	0	0	14	0	0	0	14	86	0	0	0	0	100	0	0	0	0	100
Thermal Copier	57	0	29	0	14	43	14	29	0	14	29	0	29	29	14	0	0	0	14	86
Diazo Printer	0	0	14	0	86	0	14	14	0	71	0	14	14	0	51	0	0	0	14	86
Primary Typewriter	0	0	14	14	71	0	14	14	0	71	14	0	0	0	86	0	0	0	0	100
Light Box	0	14	0	14	71	0	14	0	14	71	0	0	14	14	71	0	0	0	14	86
Lettering Device	0	0	14	0	86	0	0	29	14	57	0	0	14	0	86	0	0	0	14	86
Dry Mount Press	0	43	14	14	29	14	29	14	14	29	29	14	14	14	29	0	0	0	14	86
8mm Motion Picture Camera	0	0	29	0	71	0	0	14	0	86	14	29	43	0	14	0	0	0	14	86
16mm Motion Picture Camera	0	0	14	14	71	0	0	0	14	86	0	0	14	14	71	0	0	0	14	86
Rapid Process Camera	0	0	0	29	71	0	0	14	14	71	0	0	0	29	71	0	0	0	14	86
35mm Camera	0	0	14	14	71	0	0	14	14	71	14	29	14	0	43	0	0	0	0	100
Other Still Camera	0	0	0	14	86	0	0	0	14	86	0	0	0	14	86	0	0	0	14	86

*D=Daily; W=Weekly; O=Occasionally; I=Infrequently; N=Never

Table 149: Senior High Library Media Specialists' Estimates of Current Production of Media Materials (cont.)

Media Materials & Equipment n = 7	Teachers					Media Staff					Students					System Staff				
	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N	D	W	O	I	N
Copystand	0	0	29	29	43	14	0	14	14	57	14	0	29	14	43	0	0	0	14	86
Darkroom & Darkroom Equipment	0	14	0	14	71	0	14	0	0	86	0	29	0	0	71	0	0	0	14	86
Slide Duplicator	0	0	0	14	86	0	0	0	14	86	0	0	0	14	86	0	0	0	14	86
8mm Motion Picture Editor	0	0	0	14	86	0	0	14	0	86	14	14	29	0	43	0	0	0	14	86
16mm Motion Picture Editor	0	0	0	14	86	0	0	0	14	86	0	0	0	14	86	0	0	0	14	86
Animation Stand	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Film Inspection/Cleaning Device	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Projector Dissolve Control	0	0	0	0	100	0	0	0	14	86	0	0	0	0	100	0	0	0	0	100
Projection/Sound Programmer	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Sound Synchronizer	0	0	0	0	100	0	0	0	14	86	0	0	14	0	86	0	0	0	0	100
Microfilm Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Microfiche Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Audio Console	0	0	14	0	86	14	0	0	29	57	0	0	29	0	71	0	0	0	14	86
Audiotape Duplicator	0	0	0	14	86	0	14	0	0	86	0	0	0	14	86	0	0	0	14	86
Audio Mixer	0	0	29	0	71	0	29	0	0	71	0	14	0	0	86	0	0	0	14	86
Audio Compressor	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Film Chain	0	0	0	0	100	0	14	0	0	86	0	0	0	0	100	0	0	0	0	100
Videotape Duplicator	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Television Camera, Black & White	0	14	71	14	0	14	29	29	0	29	14	14	57	14	0	0	14	0	0	86
Television Camera, Color	0	14	0	0	86	0	14	0	0	86	0	14	0	0	86	0	0	0	14	86
Television Switcher	0	14	0	14	71	14	14	0	0	71	14	14	0	0	71	0	0	0	14	86

CAI programs, and
printed programmed materials.

Production by Media Staff. When media production by library media specialists and their staff members was examined again, there was no item that was mentioned by every library media specialist as being produced in their schools. Media items that were produced by library media staff in at least half of all schools surveyed were

reel audiotapes,
cassette audiotapes,
overhead transparencies,
videotapes, and
art prints/study prints.

Items never produced by the staff of the library media center include

audiocards,
silent filmstrips,
sound filmstrips,
other three-dimensional materials,
CAI programs, and
printed programmed materials.

Library media specialists and their staff did not appear to produce as many different types of media materials as did teachers. However, the library media center personnel did appear to undertake media production activities on a more frequent basis than did teachers.

Production by Students. When the senior high library media specialists were asked about production of media items by students, again there was no item that was mentioned by all library media specilaists as being produced in every school surveyed. Items produced by students in at least half of the schools surveyed were

reel audiotapes,
cassette audiotapes,
8mm motion pictures,
slides,
slide/audiotapes,
overhead transparencies,
videotapes, and
art prints/study prints.

Media items never produced by students in the schools surveyed were

audiocards,
silent filmstrips,
sound filmstrips,
CAI programs,
printed programmed materials, and
teaching machine materials.

One notable difference between production done by students and that done by other members of the school was that 8mm motion picture production seemed to be almost exclusively the province of students. Twenty-nine percent of the library media specialists reported that teachers produced 8mm motion pictures, 14 percent indicating occasional production while the rest indicated infrequent production. Fourteen percent of the library media specialists reported infrequent production of 8mm motion pictures by the library media staff. However, 86 percent of the library media specialists said that students produced 8mm motion pictures, 43 percent indicating daily or weekly production activity.

Production by System Personnel

Systems appeared to do more production for senior highs than for junior highs. Reel-to-reel audiotapes, cassette audiotapes, overhead transparencies and art prints/study prints were reported by at least one school as being produced for them occasionally.

Teachers' Estimates of Production Activity

Teachers who themselves produced instructional materials were asked to complete the second part of Form I, Frequency of Use - Teachers, in which they estimated the number of times during the past year that they had produced media materials or used media production equipment. Responses were registered on a four-point scale: (1) 1-5 times, (2) 6-10 times, (3) over 10 times, (4) No.

Table 150 shows the responses of the elementary teachers to these questions. Table 151 contains the responses of junior high teachers, and Table 152 shows the responses of senior high teachers. The media materials and equipment items are listed in the left-hand column. The percentage of teachers who responded in each frequency category are shown in the column to the right. For example, when elementary teachers were asked how often they had produced audiotapes, 10 percent responded "over 10 times," 10 percent responded "6-10 times," 15 percent responded "1-5 times," and 65 percent responded "No."

Teacher Production in Elementary Schools. Forty-two elementary teachers (81 percent) indicated that they had produced media materials and, therefore, completed the second section of the teacher use form. Their responses are compiled in Table 150.

Table 150: Elementary Teacher Production of Media Materials and Use of Production Equipment

n = 42

Media Materials & Equipment	Over 10 Times	6-10 Times	1-5 Times	No
	Frequency of Production/ Use During Past Year			
	Percentage			
Audiotape	12	12	19	57
Audiocard, recorded	10	5	12	74
8mm Motion Picture	2	0	14	83
8mm Motion Picture Loop	5	0	2	93
Silent Filmstrip	5	2	5	88
Sound Filmstrip	5	0	7	88
Slide	2	5	24	69
Slide/Audiotape	0	5	14	81
Overhead Transparency	36	17	24	24
Videotape, Recorded	7	2	7	83
Kit	10	17	10	64
Art Print/Study Print	21	19	17	38
Game/Simulation	48	7	26	19
Other Three-Dimensional Material	24	7	17	52
CAI Program	5	0	0	95
Printed Programmed Material	12	10	10	69
Teaching Machine Material	2	5	7	86
Thermal Copier	31	7	10	52
Diazo Printer	0	0	2	98
Primary Typewriter	21	12	21	45
Light Box	0	0	2	98
Lettering Device	10	2	5	83
Dry Mount Press	19	14	24	43
8mm Motion Picture Camera	2	5	0	93
Rapid Process Camera	0	0	2	98
35mm Camera	2	0	2	95
Other Still Camera	7	5	10	79
Copy Stand	5	0	5	90
Darkroom & Darkroom Equipment	0	0	0	100
Slide Duplicator	2	0	0	98
8mm Motion Picture Editor	2	0	0	98
Sound Synchronizer	0	0	0	100
Audio Console	0	0	0	100
Audio Mixer	0	0	0	100
Black & White Television Camera	0	0	5	95
Color Television Camera	2	0	0	98

Three media materials were produced by at least half of the teachers. These items were

overhead transparencies,

art prints/study prints, and

games/simulations. Some production of every media material was reported.

Media production equipment used by at least half of the teachers were the

dry mount presses and

primary typewriters.

Production equipment never used by the teachers were

darkroom and darkroom equipment,

sound synchronizers,

audio consoles, and

audio mixers.

Teacher Production in Junior High Schools. Thirty-two junior high teachers (82 percent) answered the second part of the teacher use form, indicating their own production of media materials. Their responses are shown in Table 151.

Table 151: Junior High Teacher Production of Media Materials and Use of Production Equipment

n = 32

	Frequency of Production/ Use During Past Year			
Media Materials & Equipment	Over 10 Times	6-10 Times	1-5 Times	No
	Percentage			
Audiotape	3	6	25	67
Audiocard, Recorded	0	0	0	100
8mm Motion Picture	3	0	9	88
8mm Motion Picture Loop	0	3	6	91
Silent Filmstrip	0	3	3	94
Sound Filmstrip	0	9	3	88
Slide	9	3	31	56
Slide/Audiotape	0	3	25	72
Overhead Transparency	59	13	9	19
Videotape, Recorded	6	6	13	75
Kit	6	3	19	72
Art Print/Study Print	19	6	25	50
Game/Simulation	16	9	38	38
Other Three-Dimensional Material	13	3	22	63
CAI Program	0	0	0	100
Printed Programmed Material	6	13	0	81
Teaching Machine Material	0	0	3	97
Thermal Copier	44	9	3	44
Diazo Printer	3	0	3	94
Primary Typewriter	9	16	6	69
Light Box	0	0	0	100
Lettering Device	9	6	0	84
Dry Mount Press	16	6	19	59
8mm Motion Picture Camera	3	6	3	88
Rapid Process Camera	3	0	3	94
35mm Camera	16	3	13	69
Other Still Camera	6	3	9	81
Copy Stand	6	3	6	84
Darkroom & Darkroom Equipment	6	0	3	91
Slide Duplicator	0	0	0	100
8mm Motion Picture Editor	3	6	0	91
Sound Synchronizer	0	0	0	100
Audio Console	0	0	0	100
Audio Mixer	3	0	0	97
Black & White Television Camera	0	9	9	81
Color Television Camera	3	0	0	97

Transparencies were the only medium produced by more than half the producing teachers more than 10 times a year. The following items were produced by half or more of the producing junior high teachers at least once in the year:

slides,
overhead transparencies,
art prints/study prints,
games/simulations, and
other three-dimensional materials.

The production equipment used by half or more of the producing teachers at least once in the surveyed year were

thermal copiers and
dry mount presses.

Media which were never produced were

audiocards and CAI programs.

Production equipment which was never used were

light boxes,
slide duplicators,
sound synchronizers, and
audio consoles,

Teacher Production in Senior High Schools. Twenty-six of 37 senior high teachers (70 percent) indicated that they do some local production.

Table 152: Senior High Teacher Production of Media Materials and Use of Production Equipment

n = 32

Media Materials & Equipment	Frequency of Production/ Use During Past Year: Over 10 Times	6-10 Times	1-5 Times	No
	- - - - - - Percentage			- - - - - -
Audiotape	8	4	38	50
Audiocard, Recorded	0	0	0	100
8mm Motion Picture	4	4	19	73
8mm Motion Picture Loop	0	0	4	96
Silent Filmstrip	4	0	0	96
Sound Filmstrip	0	0	4	96
Slide	23	15	23	38
Slide/Audiotape	0	8	15	77
Overhead Transparency	38	8	23	31
Videotape, Recorded	0	8	38	54
Kit	0	0	8	92
Art Print/Study Print	8	19	27	46
Game/Simulation	8	0	23	69
Other Three-Dimensional Material	0	8	12	81
CAI Program	0	0	4	96
Printed Programmed Material	8	8	12	73
Teaching Machine Material	0	0	0	100
Thermal Copier	50	4	8	38
Diazo Printer	8	0	0	92
Primary Typewriter	27	0	4	69
Light Box	4	4	0	92
Lettering Device	0	12	12	77
Dry Mount Press	8	8	19	65
8mm Motion Picture Camera	4	4	8	85
Rapid Process Camera	0	0	0	100
35mm Camera	15	8	4	73
Other Still Camera	4	0	8	88
Copy Stand	4	4	0	92
Darkroom & Darkroom Equipment	0	12	0	88
Slide Duplicator	4	4	8	83
8mm Motion Picture Editor	8	4	0	88
Sound Synchronizer	0	0	4	96
Audio Console	0	4	0	96
Audio Mixer	0	4	4	92
Black & White Television Camera	0	8	19	73
Color Television Camera	0	0	0	100

The thermal copier was the only item which half of the producing teachers said they used over 10 times that year. The following media materials were produced at least once by half or more of the producing teachers during the year:

audiotapes,

slides,

overhead transparencies, and

art print/study print.

The thermal copier was the only type of production equipment which was used by half or more of the teachers.

Items which were never produced or equipment which was never used for production by the teachers were

audiocards,

teaching machine materials,

rapid process cameras, and

television cameras, color.

Summary

A larger percentage of elementary and junior high teachers responding to the survey said that they produced media materials than did senior high teachers. Elementary teachers seemed to do more materials production than either junior high or senior high teachers.

Some differences existed in the materials produced by teachers at each level. Overhead transparencies were produced by more junior high teachers than by teachers at either of the other levels and the production was more frequent. Slide production occurred more frequently at the senior high level where 62 percent of the teachers reported this activity. Production of three-dimensional materials occurred less frequently in the senior high than in elementary or junior high school. Eighty-one percent of the elementary teachers produced games/simulations, which was much higher than for the other two levels. Production of kits decreased in the upper grades, while production of recorded videotapes increased.

The general response of library media specialists when asked about the production of media items for themselves or their teachers by system level personnel indicated that not much production was done. Some qualification of that response should be made. First, the library media specialists were asked how frequently items were produced on request. The question did not take into account media items whose production was initiated at the system level. For example, one system reported the production annually of numerous videotapes, which were then available to building personnel upon request. This production activity was not covered by the survey of building personnel because production was not requested by them.

Second, the three systems included in the survey differed in their capacity to respond to requests from teachers and library media specialists for assistance in production activity. One system had one graphic artist to serve the entire system. Another system had four district offices with several staff members in each whose duty it was to respond to teacher requests for instructional materials. The third system had a central office with graphic arts and television production capabilities. Obviously the level of services available to the teachers within the three systems reflected the differences in organizational structure and staffing.

An impression gained by the survey staff in the course of talking with teachers and library media specialists was that information concerning the availability of production services was not evenly distributed within a system. Willingness to request production assistance also varied greatly from person to person. Therefore, a general pattern that existed was that a few teachers or library media specialists who knew about available servcies and who were apt to request them accounted for a major share of the production upon request done by system personnel.

The same type of pattern seemed to exist also within a school in the production of media items by the library media center staff. Some teachers relied on the library media specialists for actual production of instructional materials and/or for guidance in production by themselves and by students. Other teachers chose to handle any production of materials entirely on their own.

CHAPTER 8

Summary and Recommendations

The primary objectives of this research study were to examine the use of media in the public schools of Maryland in order to determine current patterns of media use and to identify any developing trends in that use. Secondary objectives were to define variations in patterns of media use by grade level and by curricular subject area and to explore the attitudes of teachers and library media specialists toward the use of media.

Chapters 2 through 7 provide explanations of how data was collected to help meet these objectives and what the data gathered seemed to indicate about media use.

Terminology

One problem encountered many times in the field portion of this study was the lack of standard terminology for the media materials and equipment. This point has been discussed in greater detail earlier in the report (pp. 5-6). The adoption of a set of standard terminology for media materials and equipment would facilitate communication among library media personnel from the various systems and agencies within the state. It would also make it possible to compare data concerning media collection from various schools and for different years. Efforts by the State in this direction have been noted earlier.

Recommendation I: A set of standard terms for media materials and equipment should be adopted and used by the school systems of the State.

Collections

In order to assess library media programs in the State it is necessary to describe the media collections. Inventory data for three years - 1965, 1970, and 1975 - was requested. Very little data was available for the two earlier years, especially for media equipment. Records of this type did not exist in many schools in the survey sample. Lack of this information made it impossible to do more than a tentative description of the growth of and changes in media collections over the decade.

Information regarding the past growth of media collections is necessary for informed planning for future growth. Furthermore, an accounting of the use of resources available in the past should be used to support requests for resources in the future. For these reasons as well as for other advantages that accrue from a precise knowledge of available resources, more accurate and complete inventory recordkeeping seems imperative.

Recommendation II: In every school library media program inventory records should be kept with attention to accuracy and completeness in a manner that is standard throughout the system and , if possible, the State.

The information that was available indicated that collections of media materials and equipment changed both in size and in composition during the decade under study. As advances in media technology made new formats available relatively inexpensively, they were added to the collections of library media centers. The numbers of holdings of particular media items generally seemed to increase as expected in most schools. Lack of detailed data makes it necessary to qualify this conclusion especially as it relates to media equipment for which retrospective data were not available in most schools. It is tentative and based on available but incomplete data. The pattern has not been one of steady growth, however.

Some differences in media inventories among the three levels -- elementary, junior high, and senior high -- could be observed. The media collections of senior high schools seemed to offer more diversity in types of formats available than did either the junior high or elementary schools. Only two kinds of media materials were not found in some high school library media center. At the other two levels, the diversity of types of materials found in collections was not as great. A media type tended to be found in the majority of the collections in elementary and junior high schools or not found at all.

Use Indicated By Media Specialists

Use of media materials and equipment were examined by asking both library media specialists and teachers which items were used and how often. The responses of the library media specialists can be summarized as follows:

Heavily Used Items	Occasionally Used Items	Infrequently Used Items

Items Whose Use Was Projected to Increase:

cassette audiotapes
sound filmstrips
cassette audiotape recorders
television receiver/monitors

Items Whose Use Was Projected to Remain the Same:

Heavily Used Items

- audiodiscs
- 8mm motion picture loops
- 16mm motion pictures
- silent filmstrips
- overhead transparencies
- reel audiotape recorders
- filmstrip viewers
- overhead projectors
- opaque projectors
- thermal copiers
- dry mount presses

Occasionally Used Items

- art prints/study prints

Infrequently Used Items

- reel audiotapes
- audiocards
- 8mm motion pictures
- slides
- slide/audiotapes
- microfiche
- microfilm
- videotapes
- kits
- games/simulations
- other three-dimensional materials
- printed programmed materials
- radio receivers
- slide viewers
- microform reader/printers
- videotape recorders (battery, external, and studio)
- television projectors
- dial access
- computer terminals
- teaching machines
- diazo printers
- primary typewriters
- light boxes
- lettering devices
- 8mm cameras
- 16mm cameras
- 35mm cameras
- rapid process cameras
- other still cameras
- darkroom and darkroom equipment
- motion picture editors-8mm and 16mm
- animation stands
- projector dissolve controls
- projection/sound programmers
- sound synchronizers

Heavily Used Items	Occasionally Used Items	Infrequently Used Items
Items Whose Use Was Projected to Remain the Same (cont.):		
		audio consoles
		audio duplicators
		audiomixers
		film chains
		television cameras, color and black and white
		television switchers

It is evident from this summary that overall most media equipment items were used infrequently or never. Use was projected to remain the same for the majority of the media materials and equipment. For some items there were certain variations from the overall summary at a particular level. For example, overall, reel audiotapes were infrequently or never used. However, out-of-center use in high school of reel audiotapes was frequent with 57% of the library media specialists characterizing their use as daily or weekly. Any variations from the overall summary can be seen in the detailed analysis for each individual item presented in Chapters 3 and 4.

These summaries are based on the library media specialists perceptions of media use. An attempt was made to gather circulation or use statistics. These were not found in enough schools and in sufficient form to make their use for comparative purposes possible. Statistics on in-center and out-of-center use of media materials and equipment do not seem to be kept in most schools or with much rigor. There are, of course, many difficulties encountered in designing and implementing a data collection system that is both accurate and easily administered.

Such a system and the documentation on delivery of materials and services it would produce could be valuable in the program planning and budgeting processes both at the building and the system levels and could provide an extremely useful basis for comparison of service and materials use.

Recommendation III: A uniform system of data collection for service and materials use should be designed for and implemented in the public schools of the State.

Use Indicated By Teachers

Teachers were asked about media use also. Those media materials used most frequently according to the teachers were:

Elementary

16mm motion pictures
cassette audiotapes
art prints/study prints
games/simulations
sound filmstrips
kits
audiodiscs
overhead transparencies
other three-dimensional materials
recorded videotapes

Junior High

art prints/study prints
sound filmstrips
overhead transparencies
kits
silent filmstrips
games/simulations
slides

Senior High

16mm motion pictures
sound filmstrips
overhead transparencies
cassette audiotapes
art prints/study prints
silent filmstrips

Those media materials that were used by most teachers regardless of frequency of use were as follows:

Elementary

cassette audiotapes
art prints/study prints
16mm motion pictures
sound filmstrips
silent filmstrips
overhead transparencies

Junior High

16mm motion pictures
sound filmstrips
silent filmstrips
cassette audiotapes
overhead transparencies
kits

Senior High

16mm motion pictures
sound filmstrips
slides
overhead transencies
art prints/study prints

Elementary	Junior High	Senior High
games/simulations other three-dimensional materials	art prints/study prints games/simulations slides recorded videotapes	recorded videotapes games/simulations

At all three levels the commercially produced media materials were used more often and by more teachers than were locally produced materials. The fact that locally produced media materials were not widely used may be the result of a lack of education and training in the development and production of the various media formats.

Local Production of Media Materials

Both library media specialists and teachers were asked about production of media materials. Materials which were produced most often in the elementary schools were:

by teachers	by media staff	by students
reel audiotapes audiocards slides slide/sudiotapes art prints/study prints games/simulations	reel audiotapes slides slide/audiotapes art prints/study prints games/simulations	reel audiotapes sound filmstrips slides slide/audiotapes overhead transparencies games/simulations other three-dimensional materials

Materials which were produced most often in the junior high schools were:

by teachers	by media staff	by students
reel audiotapes slides	reel audiotapes slides	cassette audiotapes

Materials which were produced most often in the junior high schools were (cont.):

by teachers	by media staff	by students
slide/audiotapes	slide/audiotapes	8mm motion pictures
	videotapes	slides
	art prints/study prints	slide/audiotapes
	games/simulations	overhead transparencies
		videotapes
		games/simulations

Materials which were produced most often in the senior high schools were:

by teachers	by media staff	by students
cassette audiotapes	reel audiotapes	reel audiotapes
reel audiotapes	cassette audiotapes	cassette audiotapes
slides	overhead transparencies	8mm motion pictures
slide/audiotapes	videotapes	slides
overhead transparencies	art prints/study prints	slide/audiotape
		overhead transparencies
		videotapes
		art prints/study prints

It can be seen from this summary that students produce a wider range of media materials than do either teachers or media staff at all three levels.

Recommendation IV: Opportunities for training in the production and use of media materials at the pre-service, and in-service continuing education levels should be provided and school personnel should be encouraged to participate in such programs.

Use By Curricular Areas

Information was also gathered on the use of media materials in curricular subject areas. At the elementary level, data collected from the library media specialists. Both the library media specialists and teachers contributed data at the secondary level.

At the elementary level Projected media was the media group most used for instruction. Some differences in individual subject areas existed; these can be found in pages 207-210. Those subject areas in which media was most heavily used were reading and science. In junior high schools and senior high schools, Projected media was also the media group most used; again, however, there were variations within individual subject areas. Social studies, science, and English language arts were the greatest users of media for instruction in junior high. In senior high media was used more in science and social studies instruction.

Recommendation V: The use of media for instruction in curricular areas should be the subject of future research in order to more fully explore the differing patterns of use that seemed to be indicated by this exploratory study.

From all the data on use that was gathered it was evident that certain media materials were being used to a significant extent in the public schools.

Recommendation VI: Further research is needed to provide empirical data on the factors influencing the effectiveness of media materials in meeting instructional goals and objectives for various audiences.

It is apparent from this exploratory study that many of our assumptions about the effectiveness of media services and materials need further investigation. Areas for future research that would appear to have potential for yielding significant and useful results are: continuing patterns of media collection development, variations in media utilization by curricular area, teacher attitudes toward the use of media and its effectiveness, the information needs and media use implications of various instructional strategies, and the dynamics of teacher/library media specialist preplanning and coordination of the use of media and services for maximum effectiveness. If progress toward the further understanding of these questions is to be made, it is imperative that the kinds of information suggested in this study be collected in a more uniform and comprehensive manner. Hopefully, the results of this exploratory study will help to stimulate such efforts.

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APPENDIX A

Glossary

and

Instructional Materials List

Glossary

Audiodisc	Phonograph record, Phonodisc, Sound Recording, Phonorecord
Audiotape, Reel	Reel-to-reel tape or Audioreel
Audiotape, Cassette	Cassette tape or Audiocassette
Audiocard, Recorded	A thin card with a strip of ¼" audiotape across the bottom of its width. Also called magnetic-striped tape.
8mm Loops	Single concept, cartridge enclosed 8mm film in a continuous loop.
Filmstrip, sound	A filmstrip with an accompanying audiorecording. Audiodiscs or audiotapes are the most common.
Slide/Audiotape	A set of slides with an accompanying audiotape.
Kits	A collection of materials in more than one medium that are subject related and intended for use as an instructional unit. Does not include Sound Filmstrips, Slide/Audiotapes, and similar items unless they are accompanied by other materials.
Art Print	A reproduction of a two-dimensional work of art, generally issued without instructional text.
Study Print	A picture generally with accompanying textual information prepared specifically for instructional purposes.
Three-Dimensional Materials	Dioramas, Exhibits, Games, Globes, Mock-ups, Models, Realia, Simulation Material, and Educational Toys.
Games	A set of materials developed to be used according to prescribed rules for (physical or mental) competitive play.
Simulation Material	A material developed specifically to imitate a real situation and which provides participants with role-playing experiences through a set of allowable actions and a specially created framework within which the actions take place.

Audiodisc Player	Record player or Phonograph
Audiotape Recorder, Reel	Reel-to-reel tape recorder
Audiotape Recorder, Cassette	Cassette tape recorder
Audiotape Players	A unit which can play back recorded audiotapes but which is not capable of recording.
Television Projector	An electronic device that projects television images onto a screen. (Also called Television Beam Projector, Telebeam projector.)
CAI	Computer Assisted Instruction (includes computer managed instruction).
Teaching Machine	A device which mechanically or electrically presents an instructional program at a rate controlled by the learner's response to the machine.
Thermal Copier	Thermofax
Light Box	A back-illuminated, translucent surface, used for viewing and working with transparent graphic and photographic materials.
Mechanical Lettering Device	A device with lettering guides and scriber pens used in the lettering (by hand) of signs, mechanical drawings, and other original artwork.
Photographic Lettering Device	A device with a master alphabet negative exposure, and processing units which produce photographic copies of selected letters on strips of paper or film (also called Headliner, Strip Printer).
Rapid Process Camera	Polaroid Camera
Copystand	A vertical or horizontal stand with an adjustable bracket to hold a camera for photographing flat materials at close range.
Slide Duplicator	An adjustable stand which holds a camera, lens, and illumination source for optical duplication of slides.

Animation Stand	An adjustable stand which holds a motion picture camera in vertical relationship to flat artwork on a movable bed with registration pins. It is used to produce animated motion pictures and is sometimes used to produce filmstrips and slides.
Projector Dissolve Control	A device which controls the illumination from two or more projectors so that images on the screen seem to dissolve from one into another.
Projection/Sound Programmer	A device which controls the operation or synchronization among sound reproduction and/or projection devices.
Sound Synchronizer	A device linking an audiotape player or recorder and an automatic slide projector or filmstrip projector, which causes the projector to advance at a signal on the audiotape.
Audio Console	A rack, bench, or desk-type structure equipped with the devices for use in processing audio signals during recording, playback, or radio broadcast of audio-recordings or live performances.
Audio Mixer	A device which permits the combining of two or more input signals simultaneously into one audio system, subject to various controls of the mixer.
Audio Compressor	An electronic device, usually involving an audiotape, capable of compression and expansion of an audio signal with respect to its speed without a corresponding increase or decrease in pitch.
Film Chain	A system of fixed television camera(s) and appropriate projectors utilized to transmit projected materials (usually slides, motion pictures, or filmstrips) through a television system.
Videotape Duplicator	A specially designed videotape recorder which duplicates one or more videotapes usually at a higher speed than normal playback speed.
Television Switcher	A portable device that allows selection of the television signals from any of several video sources such as television cameras, videotape recorder, or film chain.

Instructional Materials List

1. NONPRINT

2. PRINT

3. EQUIPMENT

AUDIO
4. Audiodisc
5. Audiotape, Reel
6. Audiotape, Cassette
7. Audiocard, Recorded

PROJECTED
Motion Pictures
8. 8mm
9. 8mm loops
10. 16mm
Filmstrips
11. Silent
12. Sound
13. Slides
14. Slide/Audiotape
15. Overhead Transparencies
Microforms
16. fiche
17. film

TELEVISION
18. Videotapes, Recorded

19. KITS

PRINTED/PICTORIAL MATERIALS
Pictures
20. Art Prints/Study Prints

THREE DIMENSIONAL MATERIALS
21. Games/Simulations
22. All others, except Globes

EQUIPMENT FOR AUDIO
23. Audiodisc Players
24. Audiotape Recorders, Reel
25. Audiotape Recorders, Cassette
26. Audiotape Players
27. Audiocard Recorder
28. Radio Receivers

Motion Picture Projectors
29. 8mm film
30. 8mm film, loop
31. 16mm
Filmstrip Projectors
32. Silent
33. Sound
34. Viewers
Slide Projectors
35. Silent
36. Sound
37. Viewers
38. Overhead Projectors
39. Opaque Projectors
40. Microform Readers
41. Microform Reader/Printers

EQUIPMENT FOR TELEVISION
42. Receivers/Monitors
Videotape Recorders
43. Portable, battery operated
44. Portable, external power
45. Studio
46. Videoplayers
47. Television Projectors

AUTOMATED LEARNING
48. Dial Access
49. CAI Programs
50. Computer Terminals
51. Printed Programmed Material
52. Teaching Machines

PRODUCTION
Graphic Production
53. Thermal Copier
54. Diazo Printer
55. Primary Typewriter
56. Light Box
57. Lettering Devices, Mechanical Photographic
58. Dry Mount Press

PRODUCTION (cont.)

Photography Production

Motion Picture Cameras

59. 8mm
60. 16mm
61. Rapid Process Camera
62. 35mm Cameras
63. Other still cameras
64. Copystand
65. Darkroom and Darkroom Equipment
66. Slide Duplicator

Motion Picture Editor

67. 8mm
68. 16mm
69. Animation Stand
70. Film Inspection/cleaning device
71. Projector dissolve control
72. Projection/sound programmer
73. Sound synchronizer
74. Microfilm duplicator
75. Microfiche duplicator

Audio/Radio Production

76. Audio Console
77. Audiotape duplicator
78. Audio Mixer
79. Audio Compressor

Television Production

80. Film Chain
81. Videotape duplicator

Television Cameras

82. Black and White
83. Color
84. Television Switcher

APPENDIX B

Background - Local

Background - Local

This background material is needed solely for analysis. Any information which is supplied this survey will be considered confidential. Specific schools will not be identified.

1. Name of school ______________________________

2. Name of school district ______________________________

3. Circle the number of the lowest and the highest grade levels included in the school

K 1 2 3 4 5 6 7 8 9 10 11 12

4. Indicate the current student enrollment of the school by checking the appropriate size

under 250 ___
250-499 ___
500-749 ___
750-999 ___
1000-1399 ___
1400-1849 ___
1850-2499 ___
2500- ___

5. Specify the number (full-time equivalent) of staff in the Media Center

Volunteers ______
Professionals ______
Non-Professional Staff ______

6. When is the Media Center open for use:
(You may check more than one)

	Students	Teachers
before school		
after school		
week nights		
weekends		
vacations		
summer		

Background - Local
Page 2

7. What type of school building do you have?

Open space __________ Traditional __________ Other (Specify) __________

8. May students use the media center at any time as the need arise in the classroom?

Yes ___ No ___

9. Do Students need their teacher's permission to go to the media center? Yes ___ No ___

10. Is there an audio-visual professional on the media staff? Yes ___ No ___

11. How would you characterize the instructional program of the school?
(You may check more than one.)

Self-contained classroom ____ Team-teaching ____

individualized instruction ____

12. How would you categorize the predominant background of your community?

white collar ____ service ____ farm ____ blue collar ____

13. How would you characterize your geographical area?

Urban
  central city ___
  urban fringe ___
  other urban ___ (places of 2500 or more but not central city or urban fringe)

Rural
  farm ___
  non-farm ___

14. Media Center characteristics

Seating capacity ______

Are the media center's facilities adequate to serve the school population and type of instructional program? Yes ___ No ___

If no, why not? ____________________

15. What special facilities does your media center have? Production Laboratory ________

Other (Specify) ____________________

16. What special facilities does your school have which are not a part of the media center?

Laboratory for production ____, Language Lab ____, Darkroom ____

Other (Specify) ____________________

17. What special programs does your school have?

Special Education ____ Vocational Education ____ Other (Specify) ________

19. Does your media center have any type of instructional media which fits into the following categories?

a. high inventory/low use ____yes ____no

b. low inventory/high use ____yes ____no

If yes, specify which type of instructional media you are referring to and whether it is category a or b. ____________________

APPENDIX C

F. Media Inventory - Local

F. MEDIA INVENTORY - LOCAL

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
1. NONPRINT									
2. PRINT									
3. EQUIPMENT									
AUDIO 4. Audiodisc									
5. Audiotape, Reel									
6. Audiotape, Cassette									
7. Audiocard									
PROJECTED Motion Pictures 8. 8mm									
9. 8mm Loops									
10. 16mm									
Filmstrips 11. Silent									
12. Sound									
13. Slides									
14. Slide/Audiotape									
15. Overhead Transparencies									

F. MEDIA INVENTORY - LOCAL (cont.)

		July 1, 1965			July 1, 1970			July 1, 1975		
		Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
			Federal	Local		Federal	Local		Federal	Local
16.	PROJECTED (cont.) Microforms Fiche									
17.	Film									
18.	TELEVISION Videotapes, Recorded									
19.	KITS									
20.	PRINTED/PICTORIAL MATERIALS Pictures Art Prints, Study Prints									
21.	THREE-DIMENSIONAL MATERIALS Games, Simulations									
22.	All others, except Globes									
23.	EQUIPMENT FOR AUDIO Audiodisc players									
24.	Audiotape recorders, Reel									
25.	Audiotape recorders, Cassette									
26.	Audiotape players									
27.	Audiocard Recorders									
28.	Radio Receivers									

F. MEDIA INVENTORY - LOCAL (cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
EQUIPMENT FOR PROJECTED AND GRAPHIC									
Motion Picture Projectors									
29. 8mm film									
30. 8mm film, Loop									
31. 16mm									
Filmstrip									
32. Silent									
33. Sound									
34. Viewers									
Slide									
35. Silent									
36. Sound									
37. Viewers									
38. Overhead									
39. Opaque									
40. Microform readers									
41. Microform Reader/Printer									
EQUIPMENT FOR TELEVISION									
42. Receivers/Monitors									

F. MEDIA INVENTORY - LOCAL (cont.)

		July 1, 1965			July 1, 1970			July 1, 1975		
		Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
			Federal	Local		Federal	Local		Federal	Local
	EQUIPMENT FOR TELEVISION (cont.) Videotape recorders									
43.	Portable, battery operated									
44.	Portable, external power									
45.	Studio									
46.	Videoplayers									
47.	Television Projector									
	AUTOMATED LEARNING									
48.	Dial Access									
49.	CAI Programs									
50.	Computer Terminals									
51.	Printed Programmed Material									
52.	Teaching Machines									
	PRODUCTION Graphic Production									
53.	Thermal Copier									
54.	Diazo Printer									
55.	Primary Typewriter									
56.	Light Box									

F. MEDIA INVENTORY - LOCAL (cont.)

		July 1, 1965			July 1, 1970			July 1, 1975		
		Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
			Federal	Local		Federal	Local		Federal	Local
57.	PRODUCTION (cont.) Graphic Production (cont.) Lettering Devices, Mechanical Photographic									
58.	Dry Mount Press									
59.	Photography Production Motion Picture Cameras 8mm									
60.	16mm									
61.	Rapid Process Camera									
62.	35mm cameras									
63.	Other still cameras									
64.	Copystand									
65.	Darkroom and Darkroom Equipment									
66.	Slide Duplicator									
67.	Motion Picture Editor 8mm									
68.	16mm									
69.	Animation Stand									
70.	Film Inspection/Cleaning Device									

F. MEDIA INVENTORY - LOCAL (Cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
PRODUCTION (cont.) Photography Production (con.t) 71. Projector Dissolve Control									
72. Projection/sound programmer									
73. Sound Synchronizer									
74. Microfilm duplicator									
75. Microfiche duplicator									
Audio/Radio Production 76. Audio Console									
77. Audiotape duplicator									
78. Audio Compressor									
79. Audio Mixer									
Television Production 80. Film Chain									
81. Videotape duplicator									
Television Cameras 82. Black and White									
83. Color									
84. Television Switcher									

APPENDIX D

G. Use Statistics - Local

G. USE STATISTICS - LOCAL

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
AUDIO 4. Audiodisc				
5. Audiotape, Reel				
6. Audiotape, Cassette				
7. Audiocard, Recorded				
PROJECTED Motion Pictures 8. 8mm				
9. 8mm Loops				
10. 16mm				
Filmstrips 11. Silent				
12. Sound				
13. Slides				
14. Slide/Audiotape				
15. Overhead Transparencies				
Microforms 16. Fiche				
17. Films				
TELEVISION 18. Videotapes, Recorded				
19. KITS				
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints				
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations				
22. All others, except Globes				

G. USE STATISTICS - LOCAL (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
EQUIPMENT FOR AUDIO 23. Audiodisc players				
24. Audiotape recorders, Reel				
25. Audiotape recorders, Cassette				
26. Audiotape players				
27. Audiocard Recorder				
28. Radio Receivers				
EQUIPMENT FOR PROJECTED AND GRAPHIC Motion Picture Projectors 29. 8 mm film				
30. 8mm film, Loop				
31. 16mm film				
Filmstrip 32. Silent				
33. Sound				
34. Viewers				
Slide 35. Silent				
36. Sound				
37. Viewers				
38. Overhead				
39. Opaque				
40. Microform readers				
41. Microform reader/printers				

G. USE STATISTICS - LOCAL (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
EQUIPMENT FOR TELEVISION 42. Receivers/Monitors				
Videotape recorders 43. Portable, battery operated				
44. Portable, external power source				
45. Studio				
46. Videoplayers				
47. Television Projector				
AUTOMATED LEARNING 48. Dial Access				
49. CAI Programs				
50. Computer Terminals				
51. Printed Programmed Material				
52. Teaching Machines				
PRODUCTION Graphic Production 53. Thermal Copier				
54. Diazo Printer				
55. Primary Typewriter				
56. Light Box				
Lettering Devices, Mechanical 57. Photographic				
58. Dry Mount Press				
Photography Production Motion Picture Cameras 59. 8mm				
60. 16mm				

G. USE STATISTICS - LOCAL (cont.)

		IN-CENTER		OUT-OF-CENTER	
		1973-1974	1974-1975	1973-1974	1974-1975
	PRODUCTION (cont.) Photography Production (cont.)				
61.	Rapid Process Camera				
62.	35mm Cameras				
63.	Other still cameras				
64.	Copystand				
65.	Darkroom and Darkroom Equipment				
66.	Slide Duplicator				
67.	Motion Picture Editor 8mm				
68.	16mm				
69.	Animation Stand				
70.	Film Inspection/Cleaning Device				
71.	Projector Dissolve Control				
72.	Projection/Sound Programmer				
73.	Sound Synchronizer				
74.	Microfilm duplicator				
75.	Microfiche duplicator				
76.	Audio/Radio Production Audio Console				
77.	Audiotape Duplicator				
78.	Audio Mixer				
79.	Audio Compressor				

G. USE STATISTICS - LOCAL (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
PRODUCTION (cont.) Television Production 80. Film Chain				
81. Videotape Duplicator				
Television Cameras 82. Black and White				
83. Color				
84. Television Switcher				

APPENDIX E

H. Projection of Use

H. PROJECTION OF USE

1 -Daily	2 - Weekly	3 - Occasionally	4 - Infrequently
on the average	on the average	once or twice a month many times a year intermittently	once or twice a year seldom rarely

		1-Daily, 2-Weekly, 3-Occasionally 4-Infrequently		1-use will increase, 2-use will remain same 3-use will decrease	
		CURRENT USE		PROJECTION OF USE	
		IN-CENTER	OUT-OF-CENTER	IN-CENTER	OUT-OF-CENTER
	AUDIO				
4.	Audiodisc	1 2 3 4	1 2 3 4	1 2 3	1 2 3
5.	Audiotape, Reel	1 2 3 4	1 2 3 4	1 2 3	1 2 3
6.	Audiotape, Cassette	1 2 3 4	1 2 3 4	1 2 3	1 2 3
7.	Audiocard, Recorded	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	PROJECTED Motion Pictures				
8.	8mm	1 2 3 4	1 2 3 4	1 2 3	1 2 3
9.	8mm Loops	1 2 3 4	1 2 3 4	1 2 3	1 2 3
10.	16mm	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	Filmstrips				
11.	Silent	1 2 3 4	1 2 3 4	1 2 3	1 2 3
12.	Sound	1 2 3 4	1 2 3 4	1 2 3	1 2 3
13.	Slides	1 2 3 4	1 2 3 4	1 2 3	1 2 3
14.	Slide/Audiotape	1 2 3 4	1 2 3 4	1 2 3	1 2 3
15.	Overhead Transparencies	1 2 3 4	1 2 3 4	1 2 3	1 2 3

H. PROJECTION OF USE

		1-Daily, 2-Weekly, 3-Occasionally 4-Infrequently		1-use will increase, 2-use will remain same 3-use will decrease	
		CURRENT USE		PROJECTION OF USE	
		IN-CENTER	OUT-OF-CENTER	IN-CENTER	OUT-OF-CENTER
16.	Microforms Fiche	1 2 3 4	1 2 3 4	1 2 3	1 2 3
17.	Film	1 2 3 4	1 2 3 4	1 2 3	1 2 3
18.	TELEVISION Videotapes, Recorded	1 2 3 4	1 2 3 4	1 2 3	1 2 3
19.	KITS	1 2 3 4	1 2 3 4	1 2 3	1 2 3
20.	PRINTED/PICTORIAL MATERIALS Pictures Art Prints, Study Prints	1 2 3 4	1 2 3 4	1 2 3	1 2 3
21.	THREE-DIMENSIONAL MATERIALS Games, Simulations	1 2 3 4	1 2 3 4	1 2 3	1 2 3
22.	All others, except Globes	1 2 3 4	1 2 3 4	1 2 3	1 2 3
24.	EQUIPMENT FOR AUDIO Audiotape recorders, Reel	1 2 3 4	1 2 3 4	1 2 3	1 2 3
25.	Audiotape recorders, Cassette	1 2 3 4	1 2 3 4	1 2 3	1 2 3
28.	Radio Receivers	1 2 3 4	1 2 3 4	1 2 3	1 2 3
34.	EQUIPMENT FOR PROJECTED AND GRAPHIC Filmstrip Viewers	1 2 3 4	1 2 3 4	1 2 3	1 2 3
37.	Slide Viewers	1 2 3 4	1 2 3 4	1 2 3	1 2 3
38.	Overhead	1 2 3 4	1 2 3 4	1 2 3	1 2 3

H. PROJECTION OF USE (cont.)

		1-Daily, 2-Weekly, 3-Occasionally 4-Infrequently		1-use will increase, 2-use will remain same, 3-use will decrease	
		CURRENT USE		PROJECTION OF USE	
		IN-CENTER	OUT-OF-CENTER	IN-CENTER	OUT-OF-CENTER
	EQUIPMENT FOR PROJECTED AND GRAPHIC (cont.)				
39.	Opaque	1 2 3 4	1 2 3 4	1 2 3	1 2 3
41.	Microform Printer	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	EQUIPMENT FOR TELEVISION				
42.	Receivers/Monitors	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	Videotape recorders				
43.	Portable, battery operated	1 2 3 4	1 2 3 4	1 2 3	1 2 3
44.	Portable, external power source	1 2 3 4	1 2 3 4	1 2 3	1 2 3
45.	Studio	1 2 3 4	1 2 3 4	1 2 3	1 2 3
47.	Television Projector	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	AUTOMATED LEARNING				
48.	Dial Access	1 2 3 4	1 2 3 4	1 2 3	1 2 3
49.	CAI Programs	1 2 3 4	1 2 3 4	1 2 3	1 2 3
50.	Computer Terminals	1 2 3 4	1 2 3 4	1 2 3	1 2 3
51.	Printed Programmed Material	1 2 3 4	1 2 3 4	1 2 3	1 2 3
52.	Teaching Machines	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	PRODUCTION				
	Graphic Production				
53.	Thermal Copier	1 2 3 4	1 2 3 4	1 2 3	1 2 3
54.	Diazo Printer	1 2 3 4	1 2 3 4	1 2 3	1 2 3

H. PROJECTION OF USE (cont.)

		1-Daily, 2-Weekly, 3-Occasionally 4-Infrequently		1-use will increase, 2-use will remain same 3-use will decrease	
		CURRENT USE		PROJECTION OF USE	
		IN-CENTER	OUT-OF-CENTER	IN-CENTER	OUT-OF-CENTER
	PRODUCTION (cont.) Graphic Production (cont.)				
55.	Primary Typewriter	1 2 3 4	1 2 3 4	1 2 3	1 2 3
56.	Light Box	1 2 3 4	1 2 3 4	1 2 3	1 2 3
57.	Lettering Devices, Mechanical Photographic	1 2 3 4	1 2 3 4	1 2 3	1 2 3
58.	Dry Mount Press	1 2 3 4	1 2 3 4	1 2 3	1 2 3
	Photography Production Motion Picture Cameras				
59.	8mm	1 2 3 4	1 2 3 4	1 2 3	1 2 3
60.	16mm	1 2 3 4	1 2 3 4	1 2 3	1 2 3
61.	Rapid Process Camera	1 2 3 4	1 2 3 4	1 2 3	1 2 3
62.	35mm Cameras	1 2 3 4	1 2 3 4	1 2 3	1 2 3
63.	Other still cameras	1 2 3 4	1 2 3 4	1 2 3	1 2 3
64.	Copystand	1 2 3 4	1 2 3 4	1 2 3	1 2 3
65.	Darkroom and Darkroom Equipment	1 2 3 4	1 2 3 4	1 2 3	1 2 3
66.	Slide Duplicator	1 2 3 4	1 2 3 4	1 2 3	1 2 3

H. PROJECTION OF USE (cont.)

		1-Daily, 2-Weekly, 3-Occasionally 4-Infrequently		1-use will increase, 2-use will remain same 3-use will decrease	
		CURRENT USE		PROJECTION OF USE	
		IN-CENTER	OUT-OF-CENTER	IN-CENTER	OUT-OF-CENTER
67.	PRODUCTION (cont.) Photography Production (cont.) Motion Picture Editor 8mm	1 2 3 4	1 2 3 4	1 2 3	1 2 3
68.	16mm	1 2 3 4	1 2 3 4	1 2 3	1 2 3
69.	Animation Stand	1 2 3 4	1 2 3 4	1 2 3	1 2 3
70.	Film inspection/Cleaning device	1 2 3 4	1 2 3 4	1 2 3	1 2 3
71.	Projector Dissolve Control	1 2 3 4	1 2 3 4	1 2 3	1 2 3
72.	Projection/Sound Programmer	1 2 3 4	1 2 3 4	1 2 3	1 2 3
73.	Sound Synchronizer	1 2 3 4	1 2 3 4	1 2 3	1 2 3
74.	Microfilm duplicator	1 2 3 4	1 2 3 4	1 2 3	1 2 3
75.	Microfiche duplicator	1 2 3 4	1 2 3 4	1 2 3	1 2 3
76.	Audio/Radio Production Audio Console	1 2 3 4	1 2 3 4	1 2 3	1 2 3
77.	Audiotape Duplicator	1 2 3 4	1 2 3 4	1 2 3	1 2 3
78.	Audio Mixer	1 2 3 4	1 2 3 4	1 2 3	1 2 3
79.	Audio Compressor	1 2 3 4	1 2 3 4	1 2 3	1 2 3
80.	Television Production Film Chain	1 2 3 4	1 2 3 4	1 2 3	1 2 3

H. PROJECTION OF USE (cont.)

	1-Daily, 2-Weekly, 3-Occasionally 4-Infrequently		1-use will increase, 2-use will remain same 3-use will decrease	
	CURRENT USE		PROJECTION OF USE	
	IN-CENTER	OUT-OF-CENTER	IN-CENTER	OUT-OF-CENTER
PRODUCTION (cont.) Television Production (cont.)				
81. Videotape Duplicator	1 2 3 4	1 2 3 4	1 2 3	1 2 3
Television Cameras				
82. Black and white	1 2 3 4	1 2 3 4	1 2 3	1 2 3
83. Color	1 2 3 4	1 2 3 4	1 2 3	1 2 3
84. Television Switcher	1 2 3 4	1 2 3 4	1 2 3	1 2 3

APPENDIX F

I. Frequency of Use - Teachers

UNIVERSITY OF MARYLAND
College Park 20742

SCHOOL OF LIBRARY AND INFORMATION SERVICES
PHONE: (301) 454-3016

Dear Teachers,

The Maryland Department of Education, in conjunction with the University of Maryland, is conducting a survey of media utilization in the public elementary and secondary schools of the state. This study should identify current patterns of media utilization and of the production of media for instructional use. The information gathered in the survey will also be analyzed for identification of trends in media use and production.

The attached form is a part of this project. Your cooperation in completing the form is requested. All data gathered in the survey will be used only in this study. No identification of specific schools or persons will be made. If you have any questions, please ask your media specialist (librarian). Please return the completed forms to that person as well.

Your cooperation is greatly appreciated.

Thank you,

_______________ School

I. FREQUENCY OF USE - TEACHERS

Please estimate below the frequency with which the type of instructional materials listed are used in your classroom. Circle the number that describes your situation best. The numbers 1, 2, 3 and 4 indicate:

1 - Daily	2- Weekly	3 - Occasionally	4-Infrequently
on the average	on the average	once or twice a month	once or twice a year
		many times a year	seldom
		intermittently	rarely

A Glossary is provided on the last page. The media terms and definitions are taken from A Handbook of Standard Terminology from the National Center of Education Statistics.

What Subject area do you teach? _______________

(Please complete one form for each subject area taught)

	NO	Commercially Produced	Locally Produced
AUDIO 4. Audiodisc		1 2 3 4	1 2 3 4
5. Audiotape, Reel		1 2 3 4	1 2 3 4
6. Audiotape, Cassette		1 2 3 4	1 2 3 4
7. Audiocard, Recorded		1 2 3 4	1 2 3 4
PROJECTED Motion Pictures 8. 8mm		1 2 3 4	1 2 3 4
9. 8mm Loops		1 2 3 4	1 2 3 4
10. 16mm		1 2 3 4	1 2 3 4
Filmstrips 11. Silent		1 2 3 4	1 2 3 4
12. Sound		1 2 3 4	1 2 3 4
13. Slides		1 2 3 4	1 2 3 4
14. Slide/Audiotape		1 2 3 4	1 2 3 4

____________________ School

I. FREQUENCY OF USE - TEACHERS (cont.)

1 - Daily, 2 - Weekly, 3 - Occasionally, 4 - Infrequently

	NO	Commercially Produced	Locally Produced
PROJECTED (cont.) Filmstrips (cont.) 15. Overhead Transparencies		1 2 3 4	1 2 3 4
TELEVISION 18. Videotapes, Recorded		1 2 3 4	1 2 3 4
19. KITS		1 2 3 4	1 2 3 4
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints		1 2 3 4	1 2 3 4
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations		1 2 3 4	1 2 3 4
22. All others, except Globes		1 2 3 4	1 2 3 4
AUTOMATED LEARNING 49. CAI Programs		1 2 3 4	1 2 3 4
51. Printed Programmed Material		1 2 3 4	1 2 3 4
52. Teaching Machine Material		1 2 3 4	1 2 3 4

Of all the locally produced materials listed above which you use in your classroom, please estimate the percentage which fall into the following categories:

media staff produced ____%

produced yourself ____%

Do you ever produce instructional materials yourself? ___Yes ___No

If the answer to the above question was NO, stop here. If it was YES, please continue.

_______________ School

I. FREQUENCY OF USE - TEACHERS (cont.)

Please estimate below the frequency with which you produce the following type of instructional materials or use a piece of production equipment. Circle the number the describes your situation best. The numbers 1, 2 and 3 represent the indicated number of times in this school year (1975-76) you have produced a particular type of instructional material or used a piece of production equipment.

1 - 1-5 times 2 - 6-10 times 3 - over ten times

	NO (check if applicable)	
AUDIO 5. Audiotape, Reel		1 2 3
6. Audiocard, Recorded		1 2 3
PROJECTED Motion Pictures 8. 8mm		1 2 3
9. 8mm Loops		1 2 3
Filmstrips 11. Silent		1 2 3
12. Sound		1 2 3
13. Slides		1 2 3
14. Slide/Audiotape		1 2 3
15. Overhead Transparencies		1 2 3
TELEVISION 18. Videotapes, Recorded		1 2 3
19. KITS		1 2 3
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints		1 2 3
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations		1 2 3
22. All others, except Globes		1 2 3

_______________ School

I. FREQUENCY OF USE - TEACHERS (cont.)

	NO	
AUTOMATED LEARNING 49. CAI Programs		1 2 3
51. Printed Programmed Material		1 2 3
52. Teaching Machine Material		1 2 3
PRODUCTION EQUIPMENT Graphic Production 53. Thermal Copier		1 2 3
54. Diazo Printer		1 2 3
55. Primary Typewriter		1 2 3
56. Light Box		1 2 3
57. Lettering Devices, Mechanical, Photographic		1 2 3
58. Dry Mount Press		1 2 3
Photography Production Motion Picture Cameras 59. 8mm		1 2 3
61. Rapid Process Camera		1 2 3
62. 35mm Cameras		1 2 3
63. Other still cameras		1 2 3
64. Copystand		1 2 3
65. Darkroom and Darkroom Equipment		1 2 3
66. Slide Duplicator		1 2 3
Motion Picture Editor 67. 8mm		1 2 3
73. Sound Synchronizer		1 2 3
Audio/Radio Production 76. Audio Console		1 2 3
78. Audio Mixer		1 2 3

_______________ School

I. FREQUENCY OF USE - TEACHERS (cont.)

	NO	
PRODUCTION EQUIPMENT (cont.) Television Production Television Cameras 82. Black and White		1 2 3
83. Color		1 2 3

APPENDIX G

Subject Areas:

J. Elementary Level

K. Secondary Level

J. Indicate below your perception as the media specialist of the frequency of use of media in the instructional process for each curriculum area in your school.

1-Daily on the average	2-Weekly on the average	3-Occasionally once or twice a month several times a year intermittently	4-Infrequently once or twice a year seldom rarely

ELEMENTARY LEVEL

Instructional area	Audio	Projected	Television	Kits	Printed/ Pictorial	3-Dimensional	Automated Learning
Art	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
English Language Arts	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Foreign Language Arts	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Guidance and Counseling	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Health and Safety Education	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Mathematics	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Music	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Physical Education	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Reading	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Science	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Social Studies	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Other (Specify) ________________	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
________________	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

K. Indicate below your perception as the media specialist of the frequency of use of media in the instructional process for each curriculum area of your school.

1-Daily on the average	2-Weekly on the average	3-Occasionally	4-Infrequently
		once or twice a month	once or twice a year
		several times a year	seldom
		intermittently	rarely

SECONDARY LEVEL

Instructional Area	Audio	Projected	Television	Kits	Printed/ Pictorial	3-Dimensional	Automated Learning
Art	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Business Education	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Health and Safety Education	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Home Economics	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
English Language Arts	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Foreign Language Arts	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Mathematics	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Music	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Physical Education	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Science	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Social Studies	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Vocational Education	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Guidance and Counseling	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Other (Specify) ____________	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
____________	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

APPENDIX H

L. Production Survey

L. PRODUCTION SURVEY - LOCAL

	1973-1974		1974-1975	
	Number Produced	Number Used	Number Produced	Number Used
AUDIO 5. Audiotape, Reel				
6. Audiotape, Cassette				
7. Audiocard, Recorded				
PROJECTED Motion Pictures 8. 8mm				
9. 8mm Loops				
10. 16mm				
Filmstrips 11. Silent				
12. Sound				
13. Slides				
14. Slide/Audiotape				
15. Overhead Transparencies				
Microforms 16. Fiche				
17. Film				
TELEVISION 18. Videotapes, Recorded				
19. KITS				
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints				
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations				
22. All others, except Globes				

L. PRODUCTION SURVEY - LOCAL (cont.)

	1973-1974		1974-1975	
	Number Produced	Number Used	Number Produced	Number Used
AUTOMATED LEARNING 49. CAI Programs				
51. Printed Programmed Material				
52. Teaching Machine Material				

APPENDIX I

M. Current Production Activity - Local

M. CURRENT PRODUCTION ACTIVITY - LOCAL

1 - Daily	2-Weekly	3-Occasionally	4-Infrequently
on the	on the	once or twice a month	once or twice a year
average	average	many times a year	seldom
		intermittently	rarely

	Teacher Produced	Media Staff	Student Produced	District Produced
AUDIO 5. Audiotape, Reel	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6. Audiotape, Cassette	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7. Audiocard, Recorded	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
PROJECTED Motion Pictures 8. 8mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9. 8mm Loops	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10. 16mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Filmstrips 11. Silent	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12. Sound	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
13. Slides	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
14. Slide/Audiotape	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
15. Overhead Transparencies	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
TELEVISION 18. Videotapes	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
19. KITS	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
22. All others, except Globes	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

2

M. CURRENT PRODUCTION ACTIVITY - LOCAL

1 - Daily, 2 - Weekly, 3 - Occasionally, 4 - Infrequently

		Teacher Produced	Media Staff	Student Produced	District Produced
49.	AUTOMATED LEARNING CAI Programs	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
51.	Printed Programmed Material	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
52.	Teaching Machine Material	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
53.	PRODUCTION Graphic Production Thermal Copier	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
54.	Diazo Printer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
55.	Primary Typewriter	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
56.	Light Box	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
57.	Lettering Devices, Mechanical Photographic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
58.	Dry Mount Press	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
59.	Photography Production Motion Picture Cameras 8mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
60.	16mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
61.	Rapid Process Camera	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
62.	35mm Cameras	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
63.	Other still cameras	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
64.	Copystand	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
65.	Darkroom and Darkroom Equipment	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
66.	Slide Duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
67.	Motion Picture Editor 8mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
68.	16mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

M. CURRENT PRODUCTION ACTIVITY - LOCAL

1 - Daily 2 - Weekly 3 - Occasionally 4 - Infrequently

		Teacher Produced	Media Staff	Student Produced	District Produced
	PRODUCTION (cont.) Photography Production (cont.)				
69.	Animation Stand	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
70.	Film Inspection/Cleaning Device	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
71.	Projector Dissolve Control	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
72.	Projection/sound programmer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
73.	Sound Synchronizer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
74.	Microfilm duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
75.	Microfiche duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Audio/Radio Production				
76.	Audio Console	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
77.	Audiotape duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
78.	Audio Mixer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
79.	Audio Compressor	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Television Production				
80.	Film Chain	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
81.	Videotape Duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Television Cameras				
82.	Black and white	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
83.	Color	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
84.	Television Switcher	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

APPENDIX J

Inventory of Media Materials and Equipment

Inventory of Media Materials and Equipment

This appendix includes the detailed tables containing the responses to the inquiry concerning inventory of media materials and equipment. This information is provided in order to enable a reader to make more detailed analyses of the process of change in the library media collections in the years 1965-1975.

Each table represents the responses of library media specialists in one level of school: elementary, junior high, or senior high. Individual schools are identified by letter rather than by name. In the column beneath the letter are the inventory data for that school. Data were requested for the years 1965, 1970, and 1975. A sub-column is provided for each year for which data were available. For example, in Table A, data are included for School A for the year 1975 only; data were not available for 1965 and 1970. Media materials and equipment items are listed in the left-hand column. Items for which no inventory was reported by any of the schools in any year at that level, i.e., elementary, junior high, or senior high, have been taken out of the table format and are listed at the end of the table. Only the numbers of items reported in the inventories are included in the tables; all zeroes have been omitted. A blank can be read as "0."

TABLE A: Elementary School Inventory of Media Materials and Equipment by Selected Years

MATERIALS AND EQUIPMENT	A	B			C	D		E	F	G			H		I		J			K			L			M	N	O		
	1975	1965	1970	1975	1975	1970	1975	1975	1975	1965	1970	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975	1965	1970	1975	1975	1975	1965	1970	1975
Nonprint Materials	1448							652	3214	191	952	1179	2308	945	750	2483		293	637		1043	1400		2038	4947	597	719		379	1407
Print Materials	8283							3044	9128	3233	5010	5796	4817	6484	2445	7211	3088	4307	5123	1703	4938	6256	2215	5357	6930	5811	4335	574	3120	5049
Equipment																										175				
Audio																														
Audiodisc	329	22	569	454		332	433	13	644		327	302	108	129		240	6		95	220	4	89	3	137	419	35	50			19
Audiotape, reel	204	4	247	154		313	240		110	28	244	224		7		6							3	41	248	6				22
cassette	40						43	57	10			16		13		67						182				2	10			21
Audiocard																										9				
Projected																														
Motion Pictures																														
8mm							1																							
8mm loops	11						95	68	107		14	28	18	27		67			1			57			33	12	15			69
Filmstrips																														
silent	410	253		642		542	560	56	1247	163	348	328	430	371		1304	125		55	386	7	661	81	492	865	158	608	468	248	215
sound	213			152			216		219			288		243		639			58 sets			211				35	32			309 sets
Slides	100		84	2			8	6	719		172	10 sets	40	10		18 sets			4 sets			14		37	528	1	200			6 sets
Slide/Audiotape												2																		
Overhead transparencies	11	209		35		285	285		195		57	444	187	48 sets		16 sets			2			24		104	213	5	30			64 sets
Television videotapes, recorded												35																		
Kits						3		190	87			65				85									26	285	38		4	4
Printed/Pictorial Materials																														
Art Prints, Study prints	14	477	35			419	81	39	130		201	52 sets	1535	117 sets		97 sets			25		2	109		1200	2537	36	19		66 sets	81 sets
Three-Dimensional Materials																														
Games, Simulations								10				29		1		1						13		27	75	6				3
All others, except Globes							8					9		2								1					6			9
Equipment for Audio																														
Audiodisc players	27		32	31		28		31	17			23		30		29			5			25			26		25			18
Audiotape recorders, reel	13		11	8		7		1	2			13		3		9			3			2			13		3			5
cassette	23		13	15		11		1	18			15		28		24			4			9			13	45	33			4
Audiotape players			1	2		1		48	2					2		5			3			3				47				4

TABLE A: Elementary School Inventory of Media Materials and Equipment by Selected Years (cont.)

MATERIALS AND EQUIPMENT	A	B			C	D		E	F	G			H		I		J			K			L			M	N	O		
	1975	1965	1970	1975	1975	1970	1975	1975	1975	1965	1970	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975	1965	1970	1975	1975	1975	1965	1970	1975
Audiocard recorders	2			1			2	12	4					3								4			1		7			2
Radio receivers	1			5								1																		
Equipment for Projected & Graphic																														
Motion picture projectors																														
8mm film							1		1					2				2								1	1			1
8mm film, loop	1				1		8	4	4			4		5		3						4			1	3	5			6
16mm film	9			6	8		7	2	6			7		6		2		3				4			3	5	2			7
Filmstrip Projector																														12
Silent	40			11	14		9	10	10			10		9		20		5				23			19	35	12			12
Sound	5			1	5			1	2					3		1						2			2	1	1			2
Viewers				26	22		27	60	26			20		33		34		1				14			32	80	48			42
Slide Projector																														
Silent	2			1	1		1	1	3			1		2		1		9				2			1	3	1			5
Viewers				3	7							1													1					4
Overhead	11			15	11		8	7	6			12		5		14		4				6			5	25	5			10
Opaque	2			3	2		2	1	1			2		2		1		9				2			2	3	1			1
Microfrom readers												1																		
Equipment for TV																														
Receivers/Monitors	9			7	8		14	2	6			9		1		3									2	4	2			2
Videotape Recorders																														
Portable, battery	1			1																										
External power																										1	1			
Studio									1																					
Automated Learning																														
Teaching Machine							1					1		1								8								5
Production																														
Thermal Copier	1			1				1														1			2	2	1			
Primary typewriter														2								1			2	3	5			1
Light Box									2																	1				
Lettering devices									1																					
Dry Mount Process	1			1	1			1				1		1								1			1	1	1			
Motion Picture																														
8mm camera	1				1				1					2				1								1	1			
Rapid Process Camera									1																	1	1			
35mm Cameras									1							1										1				
Other still cameras	2			1					1			1		2							1	1			1		1			
Copystand	1			1								1									1	1			1	1	1			
Motion picture																														
editor, 8 mm	1																													
TV Production																														
TV Cameras, B&W									1																					

Media items which were not included in the inventory of any elementary school for any of the three years are:

16 mm motion pictures
microfilms
microfiche
sound slide projectors
microform reader/printers
videoplayers
television projectors
dial access
CAI programs
computer terminals
printed programmed materials
diazo printers
16mm motion picture cameras
darkroom and darkroom equipment
slide duplicators
16mm motion picture editors
animation stands
film inspection/cleaning devices
projector dissolve controls
projection/sound programmers
sound synchronizers
microfilm duplicators
microfiche duplicators
audio consoles
audio tape duplicators
audio mixers
film chains
videotape duplicators
television cameras, color
television switchers

TABLE B. Junior High School Inventory of Media Materials and Equipment by Selected Years

MATERIALS AND EQUIPMENT	SCHOOL AND YEAR																	
	A		B		C			D	E		F		G			H		
	1970	1975	1970	1975	1965	1970	1975	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975
Nonprint materials	320	3553				3871	5806	1492	1024	1395		2377	1700	2905	4070			3503
Print materials	6300	8001	6484	7551	10232	13272	18441	4449	5202	5268		12452	7761	11231	11984	4551	9316	9057
Equipment																		
Audio																		
Audiodisc	72	452	54	190	144		529	66	:	87		279	175		218	37	81	320
Audiotape																		
reel		313		361			66			43		3	3			21		287
cassette			9	8			132	295				5			74			100
Projected																		
8mm film																	17	
8mm film, loops	10	103	7	31			95	87		86		12			230			168
Filmstrips																		
silent	56	742	127 7 sets	553	1433		2588	350		1140		935	1576		359	396	1044	995
sound	21	256	14	136			501			407		480			680			
Slides		370	560	11			1379	400		13 sets		20 sets			84			346
Slide/audiotape										4		8						
Overhead transparencies		799		26	173		1764	144		10		878	47		473	31	185	488
Videotapes																		9
Kits							79			30		18						274
Printed/Pictorial Materials																		
Art Prints/Study Prints	181	1030	100	272			1902			104		26 sets			59			
Three-Dimensional Materials																		
Games, simulations	1	38					1			10		1						37
All others, except globes																		1
Equipment for Audio																		
Audiodisc players				18			40	13		18	16	12			21			18

TABLE B. Junior High School Inventory of Media Materials and Equipment by Selected Years (cont.)

MATERIALS AND EQUIPMENT	SCHOOL AND YEAR																	
	A		B		C			D	E		F		G			H		
	1970	1975	1970	1975	1965	1970	1975	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975
Audiotape recorders																		
reel		6		11			17	6		1	8	2			12			9
cassette		55		20			35	25		29	10	7			36			21
Audiotape players				2			17	23							34			
Audiocard recorders				1			3								6			7
Radio receivers		3		2														
Equipment for Projected and Graphic																		
8mm projector		2		2				1			2				2			4
8mm loop projector		4		1			5	7		8		5			12			9
16mm projector		9		9			12	6		8	6	6			9			9
Filmstrip																		
silent		12		12			34	22		8	10	9			25			
sound				7			4	12		1	1	2			13			4
viewer		29		31			57	50		42	13	24			77			19
Slide projector		3		8			6			1	1	4			6			
Sound slide projector							1											
Slide viewers		1		1			1			2								
Overhead projector		21		20			55	28		13	8	13			47			18
Opaque projector		2		4	1		3	2		2	4	3			2			3
Microform reader/printer								1										
Equipment for TV																		
Receivers/Monitors		16		11			4	6		3					2			5
Videotape Recorders																		
Portable, battery		1																
External power		3		2			1	3							2			
Automated Learning																		
Teaching Machine				26			4											
Production																		
Thermal copier		2					3	1		1		1			1			1
Diazo printer										1								

TABLE B. Junior High School Inventory of Media Materials and Equipment by Selected Years (cont.)

MATERIALS AND EQUIPMENT	SCHOOL AND YEAR																	
	A		B		C			D	E		F		G			H		
	1970	1975	1970	1975	1965	1970	1975	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975
Lettering device							1											
Dry mount press		1					1	1				1						1
Motion picture camera, 8mm		4		3								1						1
Rapid process camera				1			1											
35mm camera		1		1			2											1
Other still camera		1					1	1		1		1			1			1
Copy stand		2		1		1	2	1		1		1			2			
Darkroom & darkroom equipment								1		1								
Motion picture editor, 8mm		2		2														
Audiotape duplicator								1										
Audio mixer		1		1														
TV Production																		
TV camera, B&W		5		1			1	2				1			1			
TV switcher		1																

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Media items which were not included in the inventory of any junior high school for any of the three years are:

audiocards
16 mm motion pictures
microfiche
microfilm
microform reader/printers
videotape recorder, studios
video players
television projectors
dial access
CAI programs
computer terminals
printed programmed materials
teaching machines
light boxes
16mm motion picture cameras
slide duplicators
16mm motion picture editors
animation stands
film inspection/cleaning devices
projector dissolve controls
projection/sound programmers
sound synchronizers
microfilm duplicators
microfiche duplicators
audio consoles
film chains
videotape duplicators
television cameras, color

TABLE C: Senior High School Inventory of Media Materials and Equipment by Selected Years

MATERIALS AND EQUIPMENT	SCHOOL AND YEAR A 1970	A 1975	B 1970	B 1975	C 1970	C 1975	D 1965	D 1970	D 1975	E 1965	E 1970	E 1975	F 1965	F 1970	F 1975	G 1970	G 1975
Nonprint materials	1775	9816		862	152	2056	1066	1185		1534	2608	2818		3825	5867	2278	1215
Print materials	19097	18566	7318	7724	5067	11912	10735	14823	17461	12204	14672	15564	11132	19876	20265	11380	11392
Equipment																	
Audio																	
Audiodisc	338	1359	40	25	16	228	110		280	324	678	271			186		79
Audiotape																	
reel	34	83		125		199				287	9	63					
cassette				12	30				519			18	403	421			14
Projected												sets			11		52
8mm film						81						29					
8mm film, loops	89	178	8	18		154			102		64	144	141		105		19
16mm film						12			16		4	3					
Filmstrips																	
silent	724	830	144	414	48	655	956		419	861	1831	1434	793	571	1125		490
sound		fs688		409		367			534			428			881		736
		249										sets					
		sets															
Slides	24	2219	62		550	43			61	237	1266	47			1802		1224
		58				sets						sets					
		sets															
Slide/audiotape		594		502									24	420			
		5		4											423		
		sets		sets													
Overhead transparencies	788	226		89	20	66			346		769	209			1317		111
Microfiche				4		7											
				sets		sets											
Microfilm	282	586	6	25	62	468			485		16	15					
Videotapes	12	17							50			57		110	330		6
Kits		11				30					23	59			10		5

TABLE C. Senior High School Inventory of Media Materials and Equipment by Selected Years (cont.)

MATERIALS AND EQUIPMENT	A		B		C		D			E			F			G	
	1970	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975	1965	1970	1975	1970	1975
Printed/Pictorial Materials																	
Art Prints/Study Prints	74			233 8sets		338				250 sets	92	49			135		3
Three-Dimensional Materials																	
Games/Simulations				2		29						1			1		5
All others, except globes	2	2				1			40	3	323	2			2		
Equipment for Audio																	
Audiodisc players		35	2	3		25	20		37	6	38	41	35	28	35		12
Audiotape recorders																	
reel		24	2	2		14	13		12	2	31	18	14	35	35		7
cassette		26	4	6		57			30		19	14		5	14		4
Audiotape players				4					26		23	26		4	21		
Audiocard players									2								
Radio receivers		1				2			1								
Equipment for Projected and Graphic																	
8mm film projector		8				6			3		3	3			1		
8mm loop projector			2	2		5			5		5	66	26	29	27		2
16mm projector		25	3	4		23	4		13	5	17	19	9	17	27		11
Filmstrip Projector																	
silent		27	4	6		10	15		35	5	36	35	27	46	49		12
sound		2	1	1		9			15				1	3	2		1
viewer		6	4	4		19	3		12	2	30	24	80	51	46		6
Slide projector		6		2		6			8		5	6		5	12		3
Sound slide projector									2		2	2			1		
Slide viewers		7				5											1
Overhead projectors		29		5		45	3		38	1	55	51	57	54	58		4
Opaque projectors		5		1		2	1		3	1	1	2	2	2	2		1
Microform reader		3				10			3		1	1					
Microfrom reader/printer						1			1								

TABLE C: Senior High School Inventory of Media Materials and Equipment by Selected Years (cont.)

MATERIALS AND EQUIPMENT	SCHOOL AND YEAR																
	A		B		C		D			E			F			G	
	1970	1975	1970	1975	1970	1975	1965	1970	1975	1965	1970	1975	1965	1970	1975	1970	1975
Equipment for TV																	
Receivers/Monitors		6				26		6	36		3	3		13	12		1
Videotape Recorders																	
Portable, battery		1				2											
External power		2				3		1	3		2	2		7	7		1
Videoplayers												1					
Dial access															1		
Automated Learning																	
Printed programmed material													100				
Teaching machine						3			1		2	2					6
Production																	
Thermal copier						2			2	2							
Primary typewriter						1			2								
Lettering device									1								
Dry mount press						1			3			1					
8mm motion picture camera		5				9			1			1					
16mm motion picture camera		1				1											1
Rapid process camera		1				1											
35mm camera						7			1						1		1
Other still camera						1											
Copystand		1				2			3			2					
Darkroom and darkroom equipment						1											
8mm motion picture editor		5				3						2					
16mm motion picture editor															1		
Sound synchronizer									1								
Audiotape duplicator														1	1		
Audio mixer						1								1	1		
Film chain														1	1		
TV Production																	
TV camera, B&W		1				5			2			4		6	5		
TV camera, color						1											
Television switcher						1			1								

Media items which were not reported on the inventory of any senior high school for any of the three years are:

audiocards
videotape recorder, studios
television projectors
CAI programs
computer terminals
diazo printers
light boxes
slide duplicators
animation stands
film inspection/cleaning devices
projector dissolve controls
projection/sound programmers
microfilm duplicators
microfiche duplicators
audio consoles
audio compressors
videotape duplicators

APPENDIX K

System Data Collection Forms

and

Data Summary

System Data Collection Forms and Data Summary

The information requested from the three systems was similar to that requested from local schools. The forms used to collect the requested data are included in this appendix. These forms were as follows:

Background - District

A. Media Inventory - District

B. Use Statistics - District

C. Utilization - District

D. Production Survey - District

E. Current Production Activity - District

A summary of the data collected is included after the forms.

MEDIA USE STUDY
MSDE LDS FORM 284 19-04/76

BACKGROUND - DISTRICT

Name of school district ______________________________

How many schools are in your district? Elementary ____________

Junior High or Middle _____

High Schools ____________

Specify the number (full-time equivalent) of staff in the Media Center.

When is the media center open for use (You may check more than one)

_____ before school

_____ After school

_____ weeknights

_____ weekends

_____ vacations

_____ summer

May local building personnel use the district production facilities?

Yes _____ No _____

If yes, are they given assistance? Yes _____ No _____

How would you categorize the predominant economic background of your community?

white collar _____ service _____ farm _____ blue collar _____

What percentage of your geographical area is urban _____ suburban _____ Rural _____

What percentage of all teachers borrow instructional media from the district media center?

_____%

What percentage of all teachers either produce instructional media themselves using district facilities or request that the district produce instructional media for them?

_____%

SUPERVISORS -- BACKGROUND QUESTIONS

1. Give a brief history of the development of media services in your district.
beginnings, impetus for development, formal leadership

2. What are your plans for media, either written or in the back of your mind?

3. How will you execute these plans? Do you have a timetable?

4. What obstacles are in your way? Do you see any way around the obstacles?

5. Is there a formal or informal collection development policy describing how funds should be spent in each area of print, non-print, or equipment? What is it?

6. Is there a formula for the amount of money a local school receives per student? What is it? What formula was used in 1965; 1970? Must this amount be divided by any set formula between print and non-print?

A. MEDIA INVENTORY - DISTRICT

	July 1, 1965			July 1, 1970			July 1 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
1. NONPRINT									
2. PRINT									
3. EQUIPMENT									
AUDIO 4. Audiodisc									
5. Audiotape, Reel									
6. Audiotape, Cassette									
7. Audiocard									
PROJECTED Motion Pictures 8. 8mm									
9. 8mm Loops									
10. 16mm									
Filmstrips 11. Silent									
12. Sound									
13. Slides									
14. Slide/Audiotape									

A. MEDIA INVENTORY - DISTRICT (cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
PROJECTED (cont.) 15. Overhead Transparencies									
Microforms 16. Fiche									
17. Film									
TELEVISION 18. Videotapes, Recorded									
19. KITS									
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints									
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations									
22. All others, except Globes									
EQUIPMENT FOR AUDIO 23. Audiodisc players									
24. Audiotape recorders, Reel									
25. Audiotape recorders, Cassette									
26. Audiotape players									
27. Audiocard Recorders									

A. MEDIA INVENTORY - DISTRICT (cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
EQUIPMENT FOR AUDIO (cont.) 28. Radio Receivers									
EQUIPMENT FOR PROJECTED AND GRAPHIC Motion Picture Projectors 29. 8mm film									
30. 8mm film, Loop									
31. 16mm									
Filmstrip 32. Silent									
33. Sound									
34. Viewers									
Slide 35. Silent									
36. Sound									
37. Viewers									
38. Overhead									
39. Opaque									
40. Microform Readers									

A. MEDIA INVENTORY - DISTRICT (cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
EQUIPMENT FOR PROJECTED AND GRAPHIC (cont.) 41. Microform Reader/Printer									
EQUIPMENT FOR TELEVISION 42. Receivers/Monitors									
Videotape recorders 43. Portable, battery operated									
44. Portable, external power									
45. Studio									
46. Videoplayers									
47. Television Projector									
AUTOMATED LEARNING 48. Dial Access									
49. CAI Programs									
50. Computer terminals									
51. Printed Programmed Material									
52. Teaching Machines									
PRODUCTION Graphic Production 53. Thermal Copier									
54. Diazo Printer									

A. MEDIA INVENTORY - DISTRICT (cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
PRODUCTION (cont.) Graphic Production (cont.) 55. Primary Typewriter									
56. Light Box									
57. Lettering Devices, Mechanical Photographic									
58. Dry Mount Press									
Photography Production Motion Picture Cameras 59. 8mm									
60. 16mm									
61. Rapid Process Camera									
62. 35mm cameras									
63. Other still cameras									
64. Copystand									
65. Darkroom and Darkroom Equipment									
66. Slide Duplicator									
Motion Picture Editor 67. 8mm									
68. 16mm									

A. MEDIA INVENTORY - DISTRICT (cont.)

	July 1, 1965			July 1, 1970			July 1, 1975		
	Inventory	Expenditures		Inventory	Expenditures		Inventory	Expenditures	
		Federal	Local		Federal	Local		Federal	Local
PRODUCTION (cont.)									
Photography Production (cont.)									
69. Animation Stand									
70. Film inspection/cleaning device									
71. Projector dissolve Control									
72. Projection/sound programmer									
73. Sound Synchronizer									
74. Microfilm duplicator									
75. Microfiche duplicator									
Audio/Radio Production									
76. Audio Console									
77. Audiotape duplicator									
78. Audio Mixer									
79. Audio Compressor									
Television Production									
80. Film Chain									
81. Videotape duplicator									
Television Cameras									
82. Black and White									
83. Color									
84. Television Switcher									

B. USE STATISTICS - DISTRICT

Where total in-center data and out-of-center data is the only statistic available, check here ____ and enter the data in the appropriate "in-center" portion of the form.

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
AUDIO 4. Audiodisc				
5. Audiotape, Reel				
6. Audiotape, Cassette				
7. Audiocard, Recorded				
PROJECTED Motion Pictures 8. 8mm				
9. 8mm Loops				
10. 16mm				
Filmstrips 11. Silent				
12. Sound				
13. Slides				
14. Slide/Audiotape				
15. Overhead Transparencies				
Microforms 16. Fiche				
17. Films				
TELEVISION 18. Videotapes, Recorded				
19. KITS				
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints				

B. USE STATISTICS - DISTRICT (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
THREE-DIMENSIONAL MATERIAS 21. Games, Simulations				
22. All Others, except Globes				
EQUIPMENT FOR AUDIO 23. Audiodisc players				
24. Audiotape recorders, Reel				
25. Audiotape recorders, Cassette				
26. Audiotape players				
27. Audiocard Recorder				
28. Radio Receivers				
EQUIPMENT FOR PROJECTED AND GRAPHIC Motion Picture Projectors 29. 8mm film				
30. 8mm film, Loop				
31. 16mm				
Filmstrip 32. Silent				
33. Sound				
34. Viewers				
Slide 35. Silent				
36. Sound				
37. Viewers				
38. Overhead				
39. Opaque				
40. Microform Readers				

B. USE STATISTICS - DISTRICT (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
EQUIPMENT FOR PROJECTED AND GRAPHIC (cont.) 41. Microform Reader/Printer				
EQUIPMENT FOR TELEVISION 42. Receivers/Monitors				
Videotape recorders 43. Portable, battery operated				
44. Portable, external power source				
45. Studio				
46. Videoplayers				
47. Television Projector				
AUTOMATED LEARNING 48. Dial Access				
49. CAI Programs				
50. Computer Terminals				
51. Printed Programmed Material				
52. Teaching Machines				
PRODUCTION Graphic Production 53. Thermal Copier				
54. Diazo Printer				
55. Primary Typewriter				
56. Light Box				
57. Lettering Devices, Mechanical Photographic				
58. Dry Mount Press				

B. USE STATISTICS - DISTRICT (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
PRODUCTION (cont.) Photography Production Motion Picture Cameras 59. 8mm				
60. 16mm				
61. Rapid Process Camera				
62. 35mm Cameras				
63. Other Still Cameras				
64. Copystand				
65. Darkroom and Darkroom Equipment				
66. Slide Duplicator				
Motion Picture Editor 67. 8mm				
68. 16mm				
69. Animation Stand				
70. Film Inspection/Cleaning Device				
71. Projector Dissolve Control				
72. Projection/Sound Programmer				
73. Sound Synchronizer				
74. Microfilm duplicator				
75. Microfiche duplicator				
Audio/Radio Production 76. Audio Console				
77. Audiotape Duplicator				
78. Audio Mixer				
79. Audio Compressor				

B. USE STATISTICS - DISTRICT (cont.)

	IN-CENTER		OUT-OF-CENTER	
	1973-1974	1974-1975	1973-1974	1974-1975
PRODUCTION (cont.) Television Production 80. Film Chain				
81. Videotape Duplicator				
Television Cameras 82. Black and White				
83. Color				
84. Television Switcher				

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C. UTILIZATION - DISTRICT

1 - Daily
on the
average

2 - Weekly
on the
average

3 - Occasionally
once or twice a month
many times a year
intermittently

4 - Infrequently
once or twice a year
seldom
rarely

		IN CENTER			OUT-OF-CENTER		
		District Staff (other than media staff)	District Media Staff	Local School Staff	District Staff (other than media staff)	District Media Staff	Local Media Staff
	AUDIO						
4.	Audiodisc	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5.	Audiotape, Reel	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6.	Audiotape, Cassette	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7.	Audiocard, Recorded	1 2 34	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	PROJECTED Motion Pictures						
8.	8mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9.	8mm Loops	1 2 3 4	1 2 34	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10.	16mm	1 2 3 4	1 2 3 4	12 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Filmstrips						
11.	Silent	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12.	Sound	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
13.	Slides	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
14.	Slide/audiotape	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
15.	Overhead Transparencies	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

C. UTILIZATION - DISTRICT (cont.)

1 - Daily, 2 - Weekly, 3 - Occasionally, 4 - Infrequently

		IN-CENTER			OUT-OF-CENTER		
		District Staff (other than media staff)	District Media Staff	Local School Staff	District Staff (other than media staff)	District Media Staff	Local School Staff
	PROJECTED (cont.) Microforms						
16.	Fiche	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
17.	Film	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	TELEVISION						
18.	Videotapes, Recorded	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
19.	KITS	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	PRINTED/PICTORIAL MATERIALS Pictures						
20.	Art Prints, Study Prints	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	THREE-DIMENSIONAL MATERIALS						
21.	Games, Simulations	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
22.	All others, except Globes	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	EQUIPMENT FOR AUDIO						
23.	Audiodisc players	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
24.	Audiotape recorders, Reel	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
25.	Audiotape recorders, Cassette	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
26.	Audiotape players	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
27.	Audiocard Recorder	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
28.	Radio Receivers	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

C. UTILIZATION - DISTRICT (cont.)

1 - Daily, 2 - Weekly, 3 - Occasionally 4 - Infrequently

	IN-CENTER			OUT-OF-CENTER		
	District Staff (other than media staff)	District Media Staff	Local School Staff	District Staff (other than media staff)	District Media Staff	Local School Staff
EQUIPMENT FOR PROJECTED AND GRAPHIC Motion Picture Projectors						
29. 8mm film	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
30. 8mm film, Loop	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
31. 16mm film	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Filmstrip						
32. Silent	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
33. Sound	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
34. Viewers	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
38. Overhead	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
39. Opaque	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
40. Microform Readers	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
41. Microform Reader/Printer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
EQUIPMENT FOR TELEVISION						
42. Receivers/Monitors	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Videotape recorders						
43. Portable, battery operated	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
44. Portable, external power source	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
45. Studio	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

C. UTILIZATION - DISTRICT (cont.)   1 - Daily, 2 - Weekly, 3 - Occasionally, 4 - Infrequently

	IN-CENTER			OUT-OF-CENTER		
	District Staff (other than media staff)	District Media Staff	Local School Staff	District Staff (other than media staff)	District Media Staff	Local School Staff
EQUIPMENT FOR TELEVISION (cont.)						
46. Videoplayers	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
47. Television Projector	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
AUTOMATED LEARNING						
48. Dial Access	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
49. CAI Programs	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
50. Computer Terminals	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
51. Printed Programmed Materials	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
52. Teaching Machines	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
PRODUCTION Graphic Production						
53. Thermal Copier	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
54. Diazo Printer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
55. Primary Typewriter	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
56. Light Box	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
57. Lettering Devices, Mechanical Photographic	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
58. Dry Mount Press	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

C. UTILIZATION - DISTRICT (cont.)

1 - Daily, 2 - Weekly, 3 - Occasionally, 4 - Infrequently

		IN-CENTER			OUT-OF-CENTER		
		District Staff (Other than media staff)	District Media Staff	Local School Staff	District Staff (other than media staff)	District Media Staff	Local School Staff
	PRODUCTION (cont.) Photography Production Motion Picture Cameras						
59.	8mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
60.	16mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
61.	Rapid Process Camera	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
62.	35mm Cameras	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
63.	Other still cameras	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
64.	Copystand	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
65.	Darkroom and Darkroom Equipment	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
66.	Slide Duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Motion Picture Editor						
67.	8mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
68.	16mm	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
69.	Animation Stand	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
70.	Film Inspection/Cleaning Device	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
71.	Projector Dissolve Control	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
72.	Projection/Sound Programmer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

C. UTILIZATION - DISTRICT (cont.)

		IN-CENTER			OUT-OF-CENTER		
		District Staff (other than media staff)	District Media Staff	Local School Staff	District Staff (other than media staff)	District Media Staff	Local School Staff
73.	PRODUCTION (cont.) Photography Production (cont.) Sound Synchronizer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
74.	Microfilm duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
75.	Microfiche duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
76.	Audio/Radio Production Audio Console	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
77.	Audiotape Duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
78.	Audio Mixer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
79.	Audio Compressor	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
80.	Television Production Film Chain	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
81.	Videotape Duplicator	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
82.	Television Cameras Black and White	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
83.	Color	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
84.	Television Switcher	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

D. PRODUCTION SURVEY - DISTRICT

	1973-1974		1974-1975	
	Number Produced	Number Used	Number Produced	Number Used
AUDIO 5. Audiotape, Reel				
6. Audiotape, Cassette				
7. Audiocard, Recorded				
PROJECTED Motion Pictures 8. 8mm				
9. 8mm Loops				
10. 16mm				
Filmstrips 11. Silent				
12. Sound				
13. Slides				
14. Slide/Audiotape				
15. Overhead Transparencies				
Microforms 16. Fiche				
17. Film				
TELEVISION 18. Videotapes, Recorded				
19. KITS				
PRINTED/PICTORIAL MATERIALS Pictures 20. Art Prints, Study Prints				
THREE-DIMENSIONAL MATERIALS 21. Games, Simulations				
22. All others, except Globes				

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D. PRODUCTION SURVEY - DISTRICT

	1973-1974		1974-1975	
	Number Produced	Number Used	Number Produced	Number Used
AUTOMATED LEARNING 47. CAI Programs				
49. Printed Programmed Material				
50. Teaching Machine Material				

E. CURRENT PRODUCTION ACTIVITY - DISTRICT

1 - Daily	2 - Weekly,	3 - Occasionally	4 - Infrequently
on the average	on the average	once or twice a month many times a year intermittently	once or twice a year seldom rarely

	District Staff (other than media) produced	District Media Staff Produced	School Building Staff Produced
AUDIO			
5. Audiotape, Reel	1 2 3 4	1 2 3 4	1 2 3 4
6. Audiotape, Cassette	1 2 3 4	1 2 3 4	1 2 3 4
7. Audiocard, Recorded	1 2 3 4	1 2 3 4	1 2 3 4
PROJECTED			
Motion Pictures			
8. 8mm	1 2 3 4	1 2 3 4	1 2 3 4
9. 8mm Loops	1 2 3 4	1 2 3 4	1 2 3 4
10. 16mm	1 2 3 4	1 2 3 4	1 2 3 4
Filmstrips			
11. Silent	1 2 3 4	1 2 3 4	1 2 3 4
12. Sound	1 2 3 4	1 2 3 4	1 2 3 4
13. Slides	1 2 3 4	1 2 3 4	1 2 3 4
14. Slide/Audiotape	1 2 3 4	1 2 3 4	1 2 3 4
15. Overhead Transparencies	1 2 3 4	1 2 3 4	1 2 3 4
TELEVISION			
18 Videotapes, Recorded	1 2 3 4	1 2 3 4	1 2 3 4
19. KITS	1 2 3 4	1 2 3 4	1 2 3 4
PRINTED/PICTORIAL MATERIALS			
Pictures			
20. Art Prints, Study Prints	1 2 3 4	1 2 3 4	1 2 3 4
THREE-DIMENSIONAL MATERIALS			
21. Games, Simulations	1 2 3 4	1 2 3 4	1 2 3 4
22. All others, except Globes	1 2 3 4	1 2 3 4	1 2 3 4

E. CURRENT PRODUCTION ACTIVITY - DISTRICT (cont.)

1 - Daily, 2 - Weekly, 3 - Occasionally, 4 - Infrequently

	District Staff (other than media) Produced	District Media Staff Produced	School Building Staff Produced
AUTOMATED LEARNING			
47. CAI Programs	1 2 3 4	1 2 3 4	1 2 3 4
49. Printed Programmed Material	1 2 3 4	1 2 3 4	1 2 3 4
50. Teaching Machine Material	1 2 3 4	1 2 3 4	1 2 3 4

Inventory information gathered is summarized in Table D: Inventory of Media Materials and Equipment in System Offices.

Table D: Inventory of Media Materials and Equipment in System Offices

Media Materials	Anne Arundel			Frederick			Montgomery		
	1965	1970	1975	1965	1970	1975	1965	1970	1975
Audiodiscs	124				474		815		
Audiotapes, Reel	10						670		
Audiotapes, Cassette					164				
8mm Motion Picture Loops					434				
16mm Motion Picture	752	2182	4795		880		4795	7031	11535
Silent Filmstrip	1550				3120				
Sound Filmstrip			4		210		142		
Slides	80				1268		304		
Slide/Audiotapes	sets						sets		
Overhead Transparencies	5		3 sets		821		42 sets		
Microfiche		18;	29092						
Microfilm			1220						
Videotapes, Recorded			20						531
Kits	14				78		79		
Art Prints, Study Prints	58				2668		579+5 sets	320 sets	345 sets
Other Three-Dimensional Materials	2		1		25		9		
Audiodisc Players	6	3	55						
Audiotape Recorders, Reel	6	3	34				15	33	58
Audiotape Reocrders, Cassette		4	72				2	2	16
Audiotape Players			3						
Audiocard Recorders			19						
Radio Receivers			3				6	6	7
8mm Motion Picture Projectors	1		8			2	4	11	21
8mm Motion Picture Projectors, Loop		3	19				4	4	4
16mm Motion Picture Projectors	5	7	21			1	12	17	28
Silent Filmstrip Projectors	3	3	36				17	19	23
Sound Filmstrip Projectors			4						
Filmstrip Viewers	3	4	24						8

Table D: Inventory of Media Materials and Equipment in System Offices (cont.)

Media Materials	Anne Arundel			Frederick			Montgomery		
	1965	1970	1975	1965	1970	1975	1965	1970	1975
Overhead Projectors	1	1	6						
Opaque Projectors	1	1	6						
Microform Readers			3						
Microform Reader/Printers		1	3						1
Television Receivers/Monitors		1	12				14	20	52
Videotape Recorders, Battery Power		1	8						
Videotape Recorders, External Power			10				6	13	24
Videotape Recorders, Studios								1	1
Teaching Machines							7	7	7
Thermal Copiers			13				8	8	8
Diazo Printer							2	2	2
Primary Typewriter			3						
Light Boxes							1	1	1
Lettering Devices			1						
Dry Mount Presses			6						
8mm Motion Picture Cameras	1	1	1				1	1	17
Rapid Process Camera			1				2	2	2
Copystands			7						
Film Inspection/Cleaning Devices	2	2	5						
Projector Dissolve Controls	1	1							
Projection/Sound Programmers			1						
Audiotape Duplicators			6						
Film Chain							1	1	1
Television Cameras, Black & White			7				2	6	14
Television Cameras, Color									3
Television Switchers							1	1	1

Media items which were not reported on the inventory of any systems offices for any of the three years are:

audiocards
8mm motion picture projectors
games/simulations
videotape layers
television projectors
dial access
CAI programs
computer termianls
printed programmed materials
16mm motion picture cameras
other still cameras
darkroom and darkroom equipment
slide duplicators
8mm motion picture editors
16mm motion picture editors
sound synchronizers
microfilm duplicators
microfiche duplicators
audio consoles
audio mixers
audio compressors
videotape duplicators

Some statistics on use of media materials and equipment existed in the system offices. However, the time periods covered by the statistical reports and the criteria governing the recordkeeping varied somewhat from system to system. For these reasons the data are not absolutely comparable.

The library media staff were asked to estimate use of media materials and equipment by system level staff members and use of media materials and equipment from the system office's collection by local school staff. Information was requested about both in-center and out-of-center use.

Use of the following media materials and equipment were indicated by all three systems:

8mm motion picture loops
16mm motion pictures
cassette audiotape recorders

Other media materials used were

audiodisc,
reel audiotape,
cassette audiotape,
sound filmstrips,
slides,
slide/audiotapes,
overhead transparencies,
microfiche,
microfilm,
videotapes,

kits,
art prints/study prints, and
games/simulations.

There was use of more kinds of media equipment at the system level because of the use of several kinds of media production equipment that were found only in system media production facilities. Included in this category were such items as diazo printer, projector dissolve controls, projection/sound programmers, and audio and television production equipment. Use of this equipment was generally greater in center than out-of center.

Information on production was requested of the library media staff. Production facilities at the system level differed drastically in capability and in services offered. Some data for the year 1974-75 is presented below for the school system with the most extensive media production capabilities.

Item	Number produced
Reel audiotape	1127 duplicated
Cassette audiotapes	2069 duplicated
Silent filmstrips	10
Slides	1026 duplicated 630 originals
Slide/Audiotapes	2
Overhead Transparencies	36
Recorded Videotapes	478

Again, the data from all three systems existed in a variety of forms making comparison of the information impossible.

APPENDIX L

List of Participating Library Media Specialists and System Library Media Staff Members

List of Participating Schools

List of Participating Library Media Specialists
and System Library Media Staff Members

Anne Arundel County Public Schools

- Mary Ballard
- Julia Caples
- Rose Cardemone
- Martha Clarke
- Mickie Diditch
- Mary Hackman
- Lois Hollander
- Anne Pasculle
- Carol Perry
- Ruth Pickall
- Ruth Purcell
- Sylvia Richardson
- Joyce Richmond
- Mary Rollins

Frederick County Public Schools

- Betty Clem
- Kay Craig
- Dorothy Cressler
- Lorraine Disque
- Ann Frey
- Margaret Graham
- Mary Margrabe
- Clyde Rogers
- Ann Tuckerman
- Vicki Stroh

Montgomery County Public Schools

- Persis Darling
- Teresa Doherty
- Pei-Hwa Kung Too
- Diane Karlin
- Judith King
- Michael Lawson
- Frederick Minnick
- Eula Powell
- Mary Roberts
- Michael Sincevitch
- Mildred Smoot
- Hortense Sutton
- Dorothy Welan
- Alyson Wilson

List of Participating Schools

Anne Arundel County Public Schools

Arnold Elementary
Central Elementary
Four Seasons Elementary
Cromwell Elementary
Odenton Elementary
Annapolis Junior High
Arundel Junior High
Magathy River Middle
Severna Park Senior High
Andover Senior High

Frederick County Public Schools

Middletown Elementary
South Frederick Elementary
Waverly Elementary
Wolfsville Elementary
Woodsboro Elementary
Thurmont Middle
West Frederick Junior High
Catoctin Senior High
Frederick Senior High
Thomas Johnson Junior-Senior High

Montgomery County Public Schools

Bannockburn Elementary
Flower Valley Elementary
Highland View Elementary
Wayside Elementary
Weller Road Elementary
Argyle Junior High
Baker Junior High
Takoma Junior High
Blair Senior High
Magruder Senior High

APPENDIX M

Distribution of Teacher Sample by School System

Distribution of Teacher Sample
by School System

	Anne Arundel	Frederick	Montgomery
Elementary	21	17	14
Junior High	22	13	12
Senior High	8	14	15